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RESIDENCE CULTURE: A DESCRIPTIVE STUDY  
OF THE CULTURE OF THE LISTER HALL RESIDENCE COMPLEX,  
UNIVERSITY OF ALBERTA, EDMONTON

by

W. KEITH WILKINSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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## THEORY OF THE EARTH

### CHAPTER I. OF THE ORIGIN OF THE EARTH.

THE first question which presents itself to the mind, is, what was the cause of the origin of the earth? and the answer is, that it was the result of a process of condensation, which took place in the æther, or in the space between the stars. This process was the result of the attraction of the sun, which drew towards it the matter of the æther, and condensed it into a solid mass. This mass was the earth, and it was the result of a process of condensation, which took place in the æther, or in the space between the stars.

## ABSTRACT

This study undertook to provide a description of some of the basic features of the culture of the Lister Hall Residence Complex at the University of Alberta, Edmonton. Related literature indicated that the social milieu of a university is crucial in determining the nature of the students emerging from that university, and since no study of this kind had been done previously on the University of Alberta campus, a basic descriptive study seemed to be warranted.

The subjects of the investigation were the twelve hundred students residing in the Lister Hall Residence Complex during the 1965-66 winter session, and information about them was collected by means of questionnaires, informant reports, personality measures, institutional records, and participant observation. The bulk of the data analysis involved the computation of frequencies of various cross-tabulated categories.

Because of the descriptive nature of the study, a multitude of detailed findings concerning various aspects of Residence Hall life were revealed, and to determine which of these numerous findings are most important is indeed difficult, for the overall description would be less complete with the omission of any of the details. Some of the more general findings, however, include the following points.

1. Residence students were not representative of the total University of Alberta undergraduate population with regard to faculty and religious representation, age or apparent academic potential.



## ACKNOWLEDGEMENTS

It has become traditional for writers to express their indebtedness to their wives, parents, supervisors, and typists, for the guidance and support that these individuals generously give during the development of a finished work, and it is with honest sincerity that I honor this worthy tradition. To my supervisor, Dr. John Macdonald, to my typists, Elsie Dahlen, Anne Gillespie, and Susan Webb, to the students and staff of Lister Hall who were the subjects of this report (and in particular, to Mr. Dwight Jensen for the able and willing assistance that he provided), I express my most genuine thanks.

My greatest single debt, however, I owe to Lady Anne Gillespie, not only for her patient counsel and painstaking efforts in the preparation of the first and final drafts of this thesis, but, more important, for her devoted support and friendship throughout the most trying moments of my work.

I feel that I must also express my indebtedness to Mount Kilimanjaro for the constant enticement that it has provided during the past year, and which has subsequently become for me a symbol of the trouble, excitement, and hope of Life itself.

For the flaws in this work, I am indebted to myself alone.



2. Residence students appeared to be academically superior to the remainder of the student body.

3. Residence students appeared to be generally affluent.

4. Female Residence students tended to be more advanced in their psychological and social development than their male counterparts.

5. Notable behavioral and attitudinal differences existed between males and females, fraternity and nonfraternity students, and among students of different age groups.

6. Peer groups in Residence were formed primarily on the basis of propinquity within Residence.

7. Residence House Committee members exhibited nonauthoritarian personality traits.

A number of potentially fruitful areas for future research of a more sophisticated nature, although of a more limited scope, were revealed by the various descriptive data.







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## PART I

### THEORY AND METHOD

#### CHAPTER I

##### THE PROBLEM

###### I. INTRODUCTION

The problem to be considered in this thesis has roots in two general trends of thought: (1) the view that early adulthood is a crucial period in human psychological development, and (2) the view that the nature of the environment at any stage of psychological development is crucial in determining the direction and extent of this development. Although the specific problem of concern here does not itself actually arise from these trends of thought, they are, nevertheless, two of the chief themes underlying this investigation, and a brief elaboration of them should lead to a natural unfolding of the problem.

In the past, the large majority of studies of human development have been concerned with the early years of development, treating these years as the crucial period which is most important in shaping future behavior. The importance of these years in determining behavior at later periods in life, cannot, and should not, be denied: the years are crucial and deserve concentrated attention. Still, human development obviously does not end at five years of age, and certainly the higher and more sophisticated forms of truly "human" behavior--



especially human social behavior--do not really begin to develop until early adulthood. Social scientists have thus become more aware of the developmental changes that occur in the later years of life, and one of the results of this awareness has been the devotion of considerably more attention to the problems of adolescent development. (eg. Remmers and Radler, E.A. Smith, James Coleman, E.Z. Friedenberg, etc.)

The sociological emphasis of the Zeitgeist--perhaps stirred by the practical necessities of a world with rapidly expanding social problems--has pushed social inquiry further into another critical area; that of the psychological and social development of early adulthood. The period during which individuals are entering the world of work or are undertaking highly specialized training in preparation for a future career would seem to be a crucial one in the development of lasting behavior patterns, and investigation into the events of this period and the various influences on the members of this age group would appear to be of considerable value. Yet only in the past decade have any large scale studies been done to systematically examine the social and psychological development occurring during young adulthood.

The innumerable possible situations for examining such development leads to a consideration of the second major theme of the problem--the role of environmental influences in determining a person's behavior. Developments that occur during any period of life are undoubtedly a direct function of the experiences people have, and such experiences



are largely environmentally determined. An obvious, although until recently, neglected, environment in which to study young adults is that of the college campus, and although study of the behavior patterns of non-college youth might be regarded as equally valuable, the increasing importance and prevalence of college education makes consideration of college environments of primary importance. The majority of the studies of the cultures arising from the various college environments tend to be restricted to some narrow portion of the overall culture; few give any sort of synthesizing impression of the college as a whole. It was this lack of even the most basic sort of descriptive information about the large majority of college cultures that prompted this investigation.

## II, STATEMENT OF THE PROBLEM

The chief aim of the investigation was to provide a fundamental socio-psychological description of one type of college culture, namely that of the Lister Hall Residence Complex at the University of Alberta, Edmonton. Particular attention was devoted to the description of those characteristics which seemed most likely to indicate the specific contributions, if any, of residence living to total personality development, and to those characteristics uniquely identifying residence dwellers. It was hoped that these aspects might be of potential use in understanding university students, in promoting optimal residence living conditions, and in contributing to the general understanding of human social behavior.





### III. IMPORTANCE OF THE STUDY

In an age apparently abounding in atheism, existentialism, and despair, the importance of anything at all might well be considered merely a deception, and in this sense, this investigation has no importance, or, at most, arbitrarily assigned importance. Whether inquiry could ever be conducted from such a negativistic and depressing basis as this is doubtful, and it seems that the view must either be ignored for pragmatic reasons, or replaced by faith (blind or otherwise), in the value of investigation and the acquisition of knowledge. To suggest that this study has importance simply because it contributes to knowledge in general is a paltry claim which might serve as a meagre justification for any investigation, and hence a more explicit formulation of the value of this study is necessary.

Specifically, the study provides a description of a particular human culture which has not before been adequately examined. Studies of campus cultures are scarce and incomplete, and studies of residence cultures are practically nonexistent. Still, it is within these environments, traditionally known solely by anecdote and distorted report, and certainly in no systematic or orderly way, that thousands of modern youths spend from one to a dozen years of their lives. Surely if we believe in the importance of colleges and universities it is of vital concern to us to know as much as we can about what really goes on during the college years. If we aim for the improvement of college education, we must first have some idea of what college edu-





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cation presently is. This study will attempt to provide such a fundamental description of one aspect of college living and hence provide the groundwork for more sophisticated studies.

A very immediate pragmatic value may also be attached to this investigation. Some of the findings of the study may be of direct use to the university administration, and in particular housing administration, by indicating areas in which students' needs might be more adequately met, and by establishing an awareness of hitherto ignored aspects of university and residence living.

#### IV. LIMITATIONS OF THE STUDY

There are a number of obvious ways of investigating residence hall culture and of determining the influences of residence life on student development: (1) providing a description of the characteristics and the behavior of residence students, (2) comparing residence students and nonresidence students with respect to their background and present behavior, (3) longitudinally studying residence students to determine the changes that occur during the college years, and (4) longitudinally comparing residence and nonresidence students. It is primarily the first approach which is used in this study, although elements of each of the suggested approaches are involved, and as with any study of a descriptive nature, this approach too has certain limitations. Some of the more important ones pertinent to the study follow.



1. For the most part, the study neither directly confirms nor refutes any specific proposition, since descriptive details are potentially subject to a variety of interpretations. In the analysis of most of the data, no particular view or hypothesis is being tested. The problem thus lacks the specificity of a narrower and more rigorous topic.

2. Any description is inherently incomplete, and the description provided by this study is no exception. It is difficult to provide too much information, or too complete a description, yet at the same time, practicality dictates some sort of parsimony. Although use of the computer facilitated far more analysis of data than would otherwise have been possible, a more thorough analysis could undoubtedly be carried out.

3. Comparison of residence students with nonresidence students was only possible for a small portion of the data collected, namely, that data available from institutional records. Similarly, comparison of data from questionnaire respondents and nonrespondents was restricted to a small fraction of the total data. Important aspects which might distinguish residence students from nonresidence students may easily have been overlooked by incomplete description, and thus certain generalizations may have been inappropriately made from residence students to the total university student body. Similarly, generalization from this sample to other university settings could only be done with considerable reservation. Thus, as in all studies, limitations in the applicability of the study to other situations





arose from the nature of the sample.

4. Validity of the information gathered is restricted to an unknown extent by the nature of data collection. Questionnaire validity and reliability, honesty of students in responding to the questionnaires, amount of collaboration between students, and representativeness of the questionnaire respondents are points of uncertain tenability.

5. No measure of change of behavior or attitudes is possible as would be so in a longitudinal study.

## V. DESCRIPTIVE STUDIES: A RATIONALE

Although a justification for descriptive studies is perhaps unnecessary, a mention of the orientation of the writer seems desirable. Descriptive studies are often scorned for merely documenting the obvious, offering no explanation, and providing no solutions, and such criticisms may perhaps be justified in areas where considerable previous description has been carried out. The object of study in this investigation, however, had not been previously described in any systematic way. In only a few studies known to the writer has any description of university residence hall culture been undertaken; certainly none has been done on this campus.

The criticism of descriptive studies is invalid on other grounds. Abraham Kaplan states:

. . . descriptions may themselves be explanatory--the "how" may give a "why" and not just a "what." For instance, we may describe certain prior events, and thereby provide a causal explanation, or we may describe certain intermediate events to explain why one produced another.





. . . an explanation may be said to be a concatenated description. It does its work, not by invoking something beyond what might be described, but by putting one fact or law into relation with others. (1964, p. 329)

## VI. DEFINITION OF TERMS

A number of terms used throughout this study are subject to various interpretations, and hence their usage in this context requires some degree of explication.

1. Culture. This term received its most common sociological usage, referring as Sanford (1962b, p. 57) used the term, to "a pattern of values, beliefs, and prescribed ways of behaving."

2. Residence. Unless otherwise stated the term "residence" was used throughout this study to refer to the Lister Hall Residence Complex and thus excludes all other residences on or off the Edmonton campus. The terms "Lister Hall" and "Lister Hall Complex" were used synonymously.

3. Residence culture. "Residence culture" referred to the patterns of values, beliefs, and prescribed ways of behaving of students residing in the Lister Hall Complex. The term was not intended to refer to the Housing or Food Services staff in Lister Hall except to the extent that staff interactions were important in student culture. The term "residence hall culture" was used in a synonymous fashion.

4. Off-campus students. The term "off-campus students" referred to all students who did not live in the Lister Hall residences



(i.e. those who lived off campus) but who made use of the cafeteria facilities in Lister Hall. The distinction between this term and the term "nonresidence students" is a fine one and of small consequence.

5. Seniors. The term "seniors" was used to refer to all non-freshman students residing in Lister Hall, rather than in the sense that it was sometimes used within Lister Hall itself, to refer to House Committee members.

6. House Committee. This term referred to all the senior students who occupied single rooms and played some role in the student government of the Lister Hall Complex.

## VII. ASSUMPTIONS

Undoubtedly, acute analytic examination of any inquiry would reveal a multitude of underlying assumptions and presuppositions as well as numerous linguistic inconsistencies or irregularities. Although an entirely rigorous examination might leave any inquiry without any really sound basis at all from which to begin, a certain amount of examination of the more general assumptions underlying the study is necessary to gain an idea of the validity and extent of applicability of the results of the study. For this study there was actually only one major assumption; this, of course, being a rather crucial one.

It was assumed that valid information could be obtained from a minimally-controlled self-report technique. The attitude of students in responding to the questionnaires was assumed, for the most part,



to be sincere and honest. (The actual validity of this assumption is discussed in a later chapter.)

## VIII. HYPOTHESES

### Purposes of the Hypotheses

It is doubtful whether any significant theory in any area of inquiry has arisen from observation qua observation, and for this reason investigation is usually more valuable if it is done within the framework of some predetermined theory. From the omnitheoretic point of view often espoused by current philosophers of science, even the simplest type of description involves some sort of preconceived theory about the situation being investigated.

In this study the underlying theory is of a very broad and non-specific nature; it is simply the view that residence halls do exhibit a somewhat exclusive culture, the description of which can provide the basis for subsequent explanatory or predictive studies. The theory thus involves the whole concept of culture, and from such a broad theoretical basis the number of hypotheses that could be formulated is almost infinite. Selection of a few hypotheses was made, however, to provide definite guidelines for the study and concrete questions to be answered. At the same time a vast amount of information was accumulated which goes beyond the requirements of the hypotheses, and which may well be of as much value as the information that directly applies to the hypotheses. For this reason the discussion of the results of the hypotheses has been left until after the presentation of the descriptive material.





### Statement of the Hypotheses

The following hypotheses were formulated to serve as guidelines for the investigation,

Hypothesis I. Residence freshman students do not differ significantly in ability from University of Alberta freshman students in general as measured by the total score on the American Council on Education Psychological Tests (1949).

Hypothesis II. Residence students include a representative sample of all undergraduate faculties and schools at the University of Alberta.

Hypothesis III. Residence peer groups are formed primarily on the basis of propinquity within Residence and to a lesser degree on the basis of similarity of values.

Hypothesis IV. A positive attitude towards high achievement exists in Residence. The attitude towards grades is not that of the "Gentleman's C."

Hypothesis V. The majority of students living in Residence feel that it offers considerable advantage over off-campus living.

Hypothesis VI. House Committee Chairmen score significantly above the norms on the Consideration (C) scale of the Leadership Opinion Questionnaire.

Hypothesis VII. There is no significant difference between scores of House Committee members and the norms on the California F-Scale.

Hypothesis VIII. Female House Committee members score significantly





higher on the F-Scale than do male House Committee members, relative to their respective norms.

Hypothesis IX. Those floors whose House Committee members have a high mean score on the F-Scale have less "successful" floor governments than those whose House Committee members have a low mean score on the F-Scale, where "success" of floor government is judged by the expressed attitudes of the residents and subjective evaluation by key personnel.

## IX. OVERVIEW OF THE THESIS

The report of this study of residence hall culture will consist of ten chapters divided into two parts. Chapters I, II, and III, comprising Part I, discuss the underlying theory and method involved in the investigation. This Chapter has served to introduce the problem, state the importance and limitations of the study, provide a brief rationale for the type of study done, define some of the key terms used throughout the report, outline assumptions basic to the study, and state and rationalize the research hypotheses to be examined,

Chapter II will provide a review of the literature relating to college cultures and cultures of other similar social institutions,

Chapter III will consist of a description of the research design--the sample used, and the sources, collection, and treatment of the data.

Part II, consisting of Chapters IV to X, will consist of the results of the investigation, Chapters IV to VIII will be organized



roughly in the manner outlined by A. H. Barton (1961) and will provide the major portion of the findings of this investigation.

Chapter IV will provide a brief description of the residence hall environment.

Chapter V will deal with the input into the Residence Halls. It will describe the entrance restrictions, faculty, year of study, racial and religious representation, occupational background, academic performance, and fraternity affiliation of the Residence students.

Chapter VI will consist of a description of the social structure of the Residence Halls including formal and informal structures and communication within Residence.

Chapter VII will be concerned with some of the various activities of Residence students, both individually and collectively. It will emphasize those aspects of behavior with which other studies have dealt, including, among others, study, dating, and sexual behavior.

Chapter VIII will present a survey of the expressed attitudes of Residence students in various areas of interest. Discussion of the implications of these attitudes will be included.

Chapter IX will consider the results of the investigation in light of the research hypotheses. As the hypotheses were formulated to serve as guidelines to the investigation, their consideration has been left until after a presentation of the major portion of the descriptive findings.

The final chapter of the thesis will consist of a summary of the major findings of the investigation and the conclusions and implications



which can be drawn from these findings. Suggestions for further research on the topic will also be made.







## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### I. INTRODUCTION

A review of related literature traditionally discusses the theoretical framework underlying the study at hand, and goes on to review studies carried out under that framework or a framework closely allied to it. Because of the breadth of the topic under consideration here--that of university residence hall culture--the theoretical literature is of a very broad, speculative nature. Although theory of culture in general--what constitutes it, how it can be observed and measured, how it can be described--might provoke considerable dispute, for practical purposes social scientists generally agree on what culture is, and how it should be investigated. Since a specified usage of the term "culture" has been assumed for the purposes of this study, there is little to be gained from a review of viewpoints on the nature of culture. (This is not to deny, of course, that alternative theories of culture or ways of examining society do not exist or do not have value. Such speculations, however, are somewhat beyond the scope of this investigation.) Similarly, literature on theory and method of descriptive studies is of a scope too broad for review here, and thus the only topics offering themselves for valid consideration are the empirical studies of various cultures and subcultures. To these various studies we now turn.

Four main types of studies will be considered: (1) those dealing



with college and university cultures in general; (2) those dealing specifically with residence halls; (3) those dealing with cultural studies of other social institutions including boarding schools, mental hospitals, prisons, and miscellaneous institutions; and (4) those dealing with selected aspects of leadership.

## II. STUDIES OF COLLEGE CULTURES

A major rationale for studying any culture is the obvious fact that people who have lived in one culture behave differently from those who have lived in another different culture, and that knowledge of the culture will facilitate the prediction and control of human behavior. The kind of person who emerges from a particular social milieu depends on two things: (1) the sort of person who goes into the situation, and (2) the experiences the person has in the situation. Newcomb (1962a, 1962b) accounts for the differences in students emerging from college by (a) the criteria by which they are selected, (b) the influence of their peers, and (c) the effects of their tutelage--in that order of importance. Astin (1965) agrees with Newcomb that the background that students bring with them to college is the most important factor in determining what sort of person leaves the university. Thus it would appear that study of student background is essential in any study of student culture.

Numerous attempts have been made to describe the entering college student. McConnell (1962), and McConnell and Heist (1962) describe the diversity of entering students in American colleges in terms of





intelligence, attitudes, vocational interests, and personality. B.R. Clark (1960) notes substantial background differences between students entering junior colleges in California and those entering either private or state colleges, as well as differences amongst freshmen in each of the types of institutions. Zweig (1963) analyzes the backgrounds of Oxford and Manchester students, and MacArthur (1960) emphasizes the personality differences between students attending Harvard with private and with public school backgrounds. Douvan and Kaye (1962) attempt to describe some of the factors motivating college entrants, and Sanford (1962a, 1962b) describes the status of college freshmen in terms of psychological development. In general, studies tend to support the view that there is great diversity in the natures of entering college freshmen and that background knowledge is important in determining the final college product.

Gottlieb (in Brookover, et. al., 1965) suggests that three factors will operate to sort out the kinds of students who will attend a specific institution: (1) form of institutional control, (2) size of the institution, and (3) geographical location of the institution. Although these factors are of minor concern for university attendance in a two-university province (although they will become more of a concern with the inevitable development of new campuses) the last factor at least is relevant in determining who will live in residence halls.

Knowing the entering backgrounds of students from such selective colleges as Vassar, which Bushnell (1962) describes, tells one a considerable amount about the nature of the college itself. The distinction





between student background and the nature of the college institution itself is certainly not a clearcut one, for in many ways the college environment is simply a function of the people attending it. Pace and Stern (1958) have constructed a "College Characteristics Index" (C.C.I.) designed to measure psychological characteristics of college environments. The instrument relies upon statements made by students about a college and is thus actually a measure of student attitude and opinion. Using this device, Wood (1963), in an unpublished dissertation, reported a relationship between perception of college environment and place of residence at college. Astin and Holland (1961) have developed an instrument similar to the C.C.I. which they call the "Environmental Assessment Technique" (EAT). They state that "the dominant features of an environment are dependent upon the typical characteristics of its members. If then, we know the character of the people in a group, we should know the climate that group creates." (Astin and Holland, 1961, p. 303) Both the EAT and the C.C.I. describe a college environment in terms of the attitudes of the college students. Description of the environment reduces to a description of the people, and thus the selection of people attending a college will determine to a great extent the nature of the environment. Astin (1965) has further shown that the general nature of the environment is important in determining vocational choices after college, and this is intuitively evident if we compare post-college careers of Ivy League and Junior College graduates. <sup>1</sup>

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<sup>1</sup>The relevance for this study lies in the fact that the selection standards at this University are important determiners of the university atmosphere, and, more pertinently, in the fact that university residences



Newcomb holds that peer group influence is the second most important factor in accounting for the nature of the college graduate. He states (1962a, 1962b) that three factors in particular play fundamental roles in determining peer group formation: (1) pre-college acquaintance, (2) propinquity, and (3) similarity of attitudes and interests. Pre-college acquaintance is of importance primarily in the early years of college, and for many residence freshmen this will form the basis for roommate selection.

Festinger, Schacter, and Back (1950), in a study of relationships within a Student Housing Community, found propinquity a major determinant of group formation. Sharing of common facilities such as stairs, entrance ways, etcetera, tended to promote group formation. Jencks and Riesman (1962) in a case study at Harvard University note the importance of the sharing of common facilities--especially dining facilities--for the formation of friendships and for intellectual stimulation. Riker (1956) also recognizes the importance of the physical environment for meeting the overall educational objectives of residence halls.

Regarding similarities of interests and attitudes in peer group formation, Newcomb (1962b, p. 77) states: "Closeness of interpersonal relationships after four months of acquaintance was in many cases determined more by sharing of general values (religious perhaps, or aesthetic)

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will have a different environment from the rest of the campus if the people living in the residences are different from those living off campus. Determining the characteristics of the residence dweller will thus be an important first step in this study.





than by more specific interests held in common." He believes that the extent of peer-group influence is dependent upon size, homogeneity, and isolation of the group, and the importance the individual attaches to belonging to the group. Bushnell (1962) looks upon the peer forces on the student as "enculturating" forces opposed to the "acculturating" forces of faculty and administration. The student recognizes and responds to the immediate advantages of the "good life" that his peers uphold and is hence much more easily enculturated than acculturated. It would seem that enculturating forces would be extremely strong in a residential college such as Vassar and similarly within the residence halls at this University where students are in almost constant contact with their peers.

Eddy's views (1959) complement those of Newcomb with regard to peer influence and those of Riker with regard to the importance of physical environment. Students have profound effect on their fellow students and what is most intimate to them (from Newcomb's point of view, values and attitudes) Eddy holds is apt to be the most contagious. Colleges, he feels, fail to realize the full potential of the contagion when they concern themselves only with the academic side of the student, for this is not the optimal way of directing the student's development in the desired directions. The contagion, he feels, begins with the physical arrangement of the campus as a whole. Thoughtful campus planning can help unify student and academic aims. Small items in the physical surroundings are indicative of campus climate and culture; prominent displays of beer mugs in the campus bookstore indicate a





different climate on campus than where books are the most prominent display. If these factors are relevant for the campus as a whole, they are equally relevant on a smaller scale for residence halls, and the problem of communication, which Eddy notes is vital to peer group formation, is highly dependent upon physical layout of campus or residence hall.

Sanford (1962b) and Gottlieb (in Brookover, et. al., 1965) both point out the importance of attending to influences from outside the college in analyzing the students' environment, and Riesman and Jencks (1962) make note of the effect of geographic environment and political environment as well as social environment. In studying residence culture it is thus important to take into account the interaction between residence dwellers and nonresidence university students as well as members of the nonuniversity community.

The formal effects of the academic staff on student development during the college years is held by Newcomb to be of lesser importance than either student background or peer group influences. As it did not directly pertain to this investigation, except insofar as it comprises a part of the overall environment, the literature on the effect of tutelage will not be reviewed.

A number of studies have attempted to describe directly the cultures or certain subcultures of various university campuses. Hughes (1961), and Hughes, Becker and Geer (1962) discuss the formation of a unique student culture in medical school--a situation wherein a group of people are set apart by their routine of life. Boroff's book,



Campus U.S.A. (1958), presents a description of the underlying culture of ten American colleges, supposedly describing things that "catalogues never tell you." Studies by Zweig (1963), B. R. Clark (1960), Riesman and Jencks (1962), Bell, Burkhardt, and Lawhead (1962), and Grambs (1965) describe the cultures of other colleges in a similar vein. The chief weakness of most of these descriptions is a rather "chatty," nonrigorous approach; although they are descriptions of a sort, they possess neither a formal theoretical structure nor susceptibility to even the crudest statistical analysis, and as such lose much of the pragmatic value they might otherwise have had.

Somewhat more promising is Gottlieb's approach (in Brookover et. al., 1965) which devotes considerably more attention to theory. He suggests a classification of four student subcultures--academic, vocational, collegiate, and nonconformist--and develops a technique of assigning students to one of the subcultures. His hypotheses concerning the relationship of subculture to social class, rural-urban background, religion and achievement, were largely confirmed.

Other studies of campus culture consider a more limited aspect of the overall culture. Richmond (1963) concerned himself with measuring culture in its original, more limited sense--that of academic or minority culture, including both the literary intellectuals and the natural scientists--and his discovery of higher science scores for Science majors and higher literary scores for Arts majors certainly confirmed commonsense expectation. Strauss and Bacon's (1953) consideration of drinking customs and attitudes at college similarly





limited its scope to one aspect of college culture, and their findings too confirmed the obvious. Still, extensive limited-scope studies are certainly of value in understanding overall college culture.

An appreciable number of studies are not restricted to a "mere" description of college culture, but venture into longitudinal studies of the effects of college living--that is, the nature of personality and character development during the college years. Sanford (1956) distinguishes five major personality growth trends during college: (1) Stabilization of ego identity, (2) Deepening of interests, (3) Freeing of personal relationships, (4) Humanizing of values, and (5) General development and strengthening of the ego. Newcomb feels that peer groups have their greatest direct influence on student attitudes rather than on their general skills, specific capacities, or basic personality characteristics, and this view leads to a consideration of literature on a slightly different topic--attitude formation in college.

One of the earliest investigations in this area was carried out by Katz and Allport (1931) on the "attitudes, opinions and practices" of Syracuse University students. The study covered topics such as reasons for coming to college, college activities, studies, ideals, personal problems, fraternities, moral standards and religious beliefs. Havemann and West (1952) provided considerable data on persons at the "other end" of college, the American teenager. Townsend (1956) reports on attitudes and problems of college freshmen, and Goldsen et. al. (1960) report a wide variety of student attitudes in their book, What College





Students Think.

In his book, Changing Values in College, Jacob (1957) concludes with the view that while some opinions change as a result of the college experience, and while a few colleges have a major influence on the student's values, for most students at most institutions, basic values do not change and moreover, students' values are not influenced by their field of study. More recent studies contradict many of Jacob's views and he has been criticized for his generalizations. Substantial changes in attitudes and values toward greater liberalism and sophistication in political, social and religious views do seem to occur during college as Webster, Freedman, and Heist (1962) suggest, and definite changes in skill, information, ability, and general personality are also reported. (Webster, 1958; Freedman, 1962) Glickman and Wohl (1965) note that values are different for students from different cultures.

The relevance of these latter studies for this investigation is not direct, for this study will make no attempt to describe the changes that occur in the attitudes or values of residence students. The relevance of the literature lies rather in its indication of the type of description that is valuable in studying change.

Despite the fact that college students (and freshmen in particular) include a large number of older adolescents, the culture of the college does not seem to be looked upon as a "teenage culture" in the manner of Bernard (1961) or Coleman (1959, 1961)--a culture produced by affluence and emphasizing tangible status symbols and popularity.



This does not mean, of course, that college students have no concern for these things; it is merely interesting to note that college is usually looked upon as a culture entirely distinct from the teenage culture.

### III. STUDIES OF RESIDENCE HALLS

The number of published studies directly concerned with life in residence halls is few. Bushnell's (1962) general descriptive report of the Vassar study is one of the most directly relevant and Riesman and Jenck's (1962) report of the Harvard House System is equally valuable. Johnson (1963) reports higher grade point averages for dormitory dwellers in Arkansas (statistically insignificant however) and Neal (1961) reports the converse (significance not stated), Stark (1965) reported that college commuters scored significantly lower than residence hall students on the Reading Comprehension and Vocabulary subscales of the Cooperative English Test.

Riker (1956) classifies the purposes of residence halls in six categories: (1) Instructional support, (2) Development of the individual, (3) Experience in group living, (4) Provision of a desirable living atmosphere, (5) Satisfaction of physical needs, and (6) Supervision of conduct. Silverston (1960) summarizes the purposes of residence halls in a similar manner and expresses a definite conviction that residence halls are of considerable value to the student: the views of Borreson (1949) and Dammen (1949) support those of Silberston.

Neal (1961) also reports that women living off campus rate the



major advantages of home-like atmosphere and less-pressurized environment as far outweighing the disadvantages brought by increased isolation, and D.L. Clark (1964) attempts to describe the personalities of troublemakers in residence halls by use of the MMPI. Beyond these few studies there are no published studies directly relevant to residence halls.

#### IV. CULTURAL STUDIES OF OTHER SOCIAL INSTITUTIONS

Valuable points of view in the process of inquiry often arise from outside the subject matter being considered. Biology has been elucidated by the chemist, new areas in psychology have been opened up by mathematicians, and even sociology is succumbing to the influence of the psychochemist and the psychopharmacologist (Packard, 1964; Browning in Star Weekly, 1966)--once only a fantasy of Huxley and Orwell. As a result of the expanding horizons of the traditional fields of investigation, new interdisciplinary fields have emerged--biochemistry, neuropsychology, psychochemistry, biophysics, social psychology--and it is in these areas that many of the more important scientific advancements are being made. From a more theoretical point of view, these interdisciplinary approaches represent new ways of looking at old situations: the implications for a study of this sort are simply that consideration of a diversity of related topics may yield some useful concepts, techniques, or insights into the subject matter being considered.

The literature dealt with so far has been restricted to that







dealing primarily with the culture of American colleges. In the hopes of attaining broader insights into residence hall culture, a review will be undertaken here of literature of a somewhat more remotely related nature.

### Boarding Schools

Sociological or cultural studies of boarding schools seem to be virtually nonexistent. No studies were found which systematically discussed the attitudes, motives or behavior of individuals in boarding school settings. Although The Times Educational Supplement carried a great number of articles on boarding schools, practically all of those were written in a popular style and had little scientific value or consequence for this investigation. The majority of the other available articles concerned with boarding schools are those dealing with Soviet boarding schools and collectives. (Asanafenko, 1962; Mandvelian, 1962; Nisbet, 1962) In general, they are permeated by Marxist-Leninist ideology and contribute no information of a scientific sociological nature. On the other hand, the American and Canadian studies of boarding schools which are available do not deal with the sociocultural aspects of these schools either. (Fichter, 1958; Dandell, 1942)

A book which appears to have more insight than most of the other material reviewed in relation to boarding schools is a satirically humorous novel by Rosalind Erskine entitled The Passion Flower Hotel (1960). By presenting a slightly fantastic "solution" to a very real problem the author cleverly draws the reader's attention to the frustrations inherent in a non-coeducational residential school where



contact with the opposite sex is rigidly controlled, and one finishes the novel wondering if the author's "solution" is really so fantastic after all. The social and sexual frustrations that residence hall living creates in its students parallels the frustrations that Erskine points out. The strength and extent of these frustrations, their manner of resolution and the official and unofficial policies concerning relations between the sexes within the residence complex is one of the more interesting, as well as one of the more important, aspects of residence hall culture.

### Mental Hospitals

The traditional psychiatric view of mental hospitals has in the past several decades been supplemented by numerous studies from a sociological point of view. Brown, Dunham and York (1957, p. 485) express the twofold aims that prevail in most of these studies:

At the outset of our research we faced frankly the question: what is the purpose of studying the mental hospital? One answer at least seemed clear. We wanted to explore fully the nature and functioning of this institution in the hope that our data and findings might add to our social knowledge concerning such small institutions and might even be helpful in contributing to the social theory of institutions. We recognized, of course that we might accomplish the same purpose in the study of a school, a factory, or a city fire department, but with a hospital we had the opportunity and it would serve just as well.

However, another answer to this question was immediately apparent. We wanted to study the mental hospital as a sociological object because some systematic knowledge about its character and functioning might be useful in helping the hospital achieve its therapeutic goals, namely, the curing of patients.

Greenblatt, Levinson, and Williams' book, The Patient and the Mental Hospital (1957) presents a thorough coverage of the work done



in this area up to its date of publication. They deal with the therapeutic implications of mental hospital organization, the role of hospital personnel and the nature of the interaction with patients, the sociopsychological characteristics of the patients themselves and the relationships between the patients and the world outside the hospital.

Several of the articles consider the expressed aims of the mental hospital and the extent to which these aims are met by the existing structures. (Carstairs et. al., 1957; Galioni et. al., 1957; Sharaf and Levinson, 1957; Smith and Levinson, 1957) Many of the problems of the mental hospital arise from a conflict of these goals. (Galioni, 1957; Gilbert and Levinson, 1957; Smith and Levinson, 1957) The goals of any institution are unavoidably linked to the ideologies of their policy makers and thus consideration of the underlying ideologies may help to clarify the goals of the institution. (Gilbert and Levinson, 1957) (This is also notably true with regard to Soviet collectives.) Carstairs et. al. (1957) suggests the importance of ideology and personality of staff in the hospital in determining the manner in which they will perform their roles. They hypothesize that "Degree of custodialism in role performance is related to degree of custodialism in ideology" and "Custodialism in role performance is associated with authoritarianism in personality." (Carstairs, 1957, p. 204) Measures of role performance and ideology were devised and used in conjunction with the California F-Scale. (Adorno, 1950) Their own studies (and other studies which they quote) suggest that individuals rating low on authoritarianism are looked upon by the patient as being







more helpful. Such individuals have "humanistic orientations."

They emphasize interpersonal and intrapsychic sources of mental illness, often to the neglect of possible hereditary and somatic sources. They view patients in more psychological and less moralistic terms. They are optimistic sometimes to an unrealistic degree, about the possibilities of patient recovery in a maximally therapeutic environment. They attempt in varying degrees to democratize the hospital, to maximize the therapeutic function of nonmedical personnel, to increase patient self-determination (individually and, through patient government collectively) and to open up communication whenever possible. (Carstairs, 1957, p. 22)

The authors also note that:

One of the major forms of conflict in these institutions is that between autocratic and democratic orientations. There is considerable evidence that the autocratic-democratic continuum of ideology is one aspect of a broader authoritarian-equalitarian continuum of personality. (Carstairs, 1957, p. 34)

House Committee members in residence halls are confronted with this dual role of "custodian" and "humanist". It might thus be expected that the manner in which residence seniors interpret their role would be predicted by their degree of authoritarianism, as indicated by the F-Scale.

Sharaf and Levinson (1957) emphasize the discrepancy between official ideology of the institutions and the actual ideology expressed by the people involved.

Jackson (1964) attempts to describe the characteristics of the treatment environment in more objective terms in order to permit comparative study of hospital cultures. This is similar to the efforts of Pace and Stern (1958) and Astin and Holland (1961) to provide an objective description of the college environment.

Caudill (1958) looks on the mental hospital as a small society



and holds that identification and understanding of the social processes of the hospital must occur before the full potential of the hospital as a therapeutic community can be realized. His research methods in the study of one small psychiatric ward suggest parallel methods of investigation for residence halls. They included: (1) daily observation at various levels, (2) utilization of a series of pictures of hospital life as visual questions for members of all groups in the hospital in order to determine the patterns of perception of hospital life, and (3) small group analysis of daily administrative conferences using Bales' method of interaction process analysis.

The basic hypothesis that Dunham and Weinberg make in their book The Culture of the State Mental Hospital (1960) is that "... the informal organization of the mental hospital affects the personal condition of patients and that the social relations and social structure within the hospital can retard or facilitate the improvement of some patients." (p. xv) If we substitute "residence hall" for "mental hospital," "residents" for "patients," and "development" for "improvement," we have a hypothesis that is directly applicable to this investigation.

Dunham and Weinberg's discussion of patient culture includes consideration of some of the problem areas.

Some problem areas of the patient subculture pertain to their conflicts and symptoms, the role of sex in the hospital, their caste-like crossing into the employee group, and the deviant patients. (p. 81)

Their report of the culture of the "hopeful wards" is perhaps the most





relevant:

The patients' relationships in the hopeful wards form a network of casual contacts and clustered informal relationships. These informal groups emerge spontaneously in a selective process in which those of like interests, tastes, and backgrounds tend to associate. At times this selectivity is influenced by proximity such as between patients who share the same room or work together. (p. 98)

Selectivity of associates is also affected by race, degree of sociability, and similarity of outlook.

Lebar (1964) reports the formation of cliques among the more sociable patients and sees these as being bound together by a dominant personality. Lebar's observation of the early adoption roles "that often tended to perpetuate behavioral configurations at variance with those considered therapeutically desirable by the hospital staff," (p. 7) parallels Bushnell's (1962) views on the strength of student acculturation as opposed to faculty enculturation in college.

Coser (1962) sees the major effect of any hospital admission on a patient to be a disorientation brought about by a sudden change in role.

A number of factors tend to disorient patients at admission to a hospital ward: anxiety about their physical condition; separation from family, friends, and familiar surroundings; surrender of control over their "own" time, their "own" rhythm of activities, and their "own" decision-making. They face an environment alien to them in a condition of reduced autonomy. (p. 147)

Residence students also have a change of role when entering residence for the first time.

In Asylums (1961), Goffman clarifies the major differences between a residence hall and a mental hospital by defining the latter





to be a "total institution." Levinson and Gallagher (1964, p. 19)

state:

A total institution as he [Goffman] defines it has only two identifying features: (a) it contains a massive group of inmate-inhabitants whose lives are formally administered by a smaller group of staff; and (b) it is segregated, cut off from the wider society.

Obviously neither a university campus nor a residence hall meets these rather extreme criteria, and hence what is true of total institutions need not necessarily be true of residence institutions.

Levinson and Gallagher criticize Goffman's concept of the total institution on several grounds: (1) it provides too homogeneous an image of diverse organizational forms, and (2) it does not deal with the question of change in those institutions.

Goffman's "ideal type" is, we suggest, overdrawn and spuriously monolithic. The mental hospital may--and, clearly, often does--have much in common with a concentration camp. The similarities, since they are usually ignored, merit conspicuous presentation. However, the differences are of equal importance; by ignoring them he creates a theoretical model that is illusory and, in the end, nihilistic, including as it does only the self-negating features of social life. (p. 20)

Their position is

. . . that the patient's role-definition is not simply taken in, swallowed whole from the enviroing matrix. Nor is it, on the other hand, a simple derivative or epiphenomenon produced autochthonously by unconscious conflicts and defenses. It is to be seen, rather, as a personal achievement, something the person fashions for himself in response to both external and intrapsychic influences. (p. 45)

Levinson and Gallagher (1964) emphasize the similarities among general hospitals, prisons, and residential colleges.

There is more than analogy in the parallel between the



educational goals of the college and the therapeutic-correctional goals of mental hospitals and prisons. All three sets of organizations strive, in ways that vary as much within each set as among them, to foster personal growth and learning in character, in self-conception, in competence, in psychosocial resources that will make a difference in the postgraduation lives of the resident-members. The custodial-care functions correspond to an equal degree. As a member of the college community, the student is strongly dependent on its welfare provisions (housing, recreation, medical care and the like). He is also strongly subject to its system of authority and control (norms governing admission, expulsion, academic and communal performance, and graduation). The incarcerative functions are usually less pronounced; no one becomes a college student via legal commitment. However, some students may experience college as an incarcerative, constricting environment to which they have in effect been committed by their parents. (p. 27-28)

Their research deals with the "role-definitions" of patients, which, when measured by the "Patient Role-Conception Inventory" produces (under Factor Analysis) several dimensions of self-conception: (1) authoritarianism, (2) optimistic dependency versus mistrust-alienation and (3) anxiety over impulse control. The authors suggest the possibility of generalizing these factors to various settings, and while keeping in mind the differences as well as the similarities, repeatedly emphasize the parallelism between "patienthood" and "studenthood."

### Prisons

Levinson's and Gallagher's book also draws the parallel between "prisonerhood" and "patienthood" and thus "prisonerhood" and "studenthood," and the similarities suggest the value of considering other works on the culture of penal institutions. Wulpert (1965) suggests that a major difference between the former two lies in the existence of "inmate pride"--a characteristic which the prisoner (and the residence





student) exhibits but the mental patient does not (a view which differs from that of Grosser (1960), who feels that the prison downgrades its inmates).

Until around 1960, Donald Clemmer's book The Prison Community (1940) remained the most comprehensive published sociological study of a prison. The study was one of the first to go beyond the description of the formal organization of the prison to discuss its social organization and such basic sociocultural parameters as the relationship of the individual to the group, the development of personality, and the adjustment to conflicting roles. Although his approach lacked the underlying theory and hypothesis testing characteristics of more recent social science investigations, the descriptions he made provided some of the groundwork for subsequent studies and strongly suggested the parallel between the prison and other institutions.

It was not until 1958 that the next major sociological study of a prison was carried out, this time by Sykes (1958) in a maximum security prison, and the change that had occurred in the sociological Zeitgeist during the twenty years succeeding Clemmer's study was vaguely reflected in the nature of Sykes' work--although his study too was descriptive. Despite the diversity among prisons, Sykes was struck by the basic similarities which existed among custodial institutions--tendencies overriding the variations of time, place, and purpose. He describes prisoner-guard relationships, systems of reward and punishment, the defects of the custodian's total power, the attitudes, opinions, argot, and reactive behavior in crisis situations. Some of his concluding remarks are directly





pertinent to residence halls:

Insuring custody does not necessarily mean that all escapes must be prevented, for society may decide that some escapes are a price that must be paid if the majority of offenders are to be salvaged. The maintenance of order does not necessarily require that excess of caution which seeks to eliminate the very possibility of any "incident" without regard to the inmate's fearful loss of self-determination, if the free community learns to accept the fact that crime within the walls does not necessarily represent outrageous neglect on the part of the officials. (Sykes, 1958)

In an attempt to analyze the nature of the pressures in a prison community, Klare (1960) uses a slightly different approach which lacks both the empirical nature of Clemmer's and Sykes' studies, and the theoretical structure of such reports as Goffman's (1961) or Levinson's and Gallagher's (1964)--a somewhat more speculative approach which offers considerably less to a scientific understanding of social institutions.

Later studies become somewhat more sophisticated: McCleery (1960) discusses the importance of informal communication patterns in the prison; Sykes and Messinger (1960) suggest that inmate cohesiveness develops from a need for self-protection; Cloward (1960, p. 20) holds that "systems of social control often generate the very behavior they were intended to avert"--an opinion similar to that of Levinson and Gallagher (see previous quotation); and numerous articles in Johnson, Savitz, and Wolfgang's book of readings (1962) deal with specialized aspects of prison society. Morris and Morris (1963) present a thorough study of one English prison including the formal and informal aspects of social structure, prison culture, problems of communication and



cooperation among staff and between staff and prisoners, and the influences of external forces upon the prison community. All of these studies suggest areas and means of investigation in residence halls.

Ward and Kaasebaum's book, Women's Prisons (1965) represents about the only published empirical study of female prisoners, and the study focuses on female homosexuality--behavior which the authors consider to be the principal basis for role differentiation in the female prisoner. Since the extreme forces which are largely responsible for homosexuality in women's prisons are nonexistent in women's residence halls, homosexuality is not expected to be a major problem in women's residences.

#### Cultures of Other Institutions

Closely paralleling the total institutions of the mental hospital and the prison are the prisoner of war camps, and the periods following the two world wars and the Korean war brought a number of studies of both a psychiatric and a sociological nature--most, the narrative reports of involuntary participant observers.

Ketchum's (1965) "story" of Ruhleben--although the report of a social psychologist--lacks underlying structure or theory and its contribution to the understanding of social phenomena in such a setting is limited.

Vaughan (1949) describes the culture which evolved in a World War II Japanese camp and emphasizes the effects of the thwarting of basic and acquired drives upon personality and group organization.

Pervasive weaknesses in the character of American youth and





in American institutions and army training are inferred by Kinkead (1959) in his analysis of Korean War information garnered from American army sources, and his suggested remedies have the "flavor" of a complete enema for the "soft" American society. Biderman (1963) treats Kinkead's report as inaccurate sensationalism and strident evangelism and in his own studies, concentrated more on the positive aspects of American prisoners of war in Korea and China. He concludes, ". . . the most general finding applicable to the present discussion is that the Americans in Korea behaved by and large as have others in history who have had similar kinds of demands placed upon them." (p. 271)

In The Informed Heart (1960) Bettelheim's underlying concern is the question, ". . . to which degree can the environment influence and shape man, his life and his personality, and to which degree can it not; how and to which degree can environment be used to shape life and personality; and how must personality be developed so as to stand up in any environment or, if need be, to change environment for the better?" (p. 40) Obviously he reaches no simple answer.

Studies of POW camps have one thing in particular in common: they deal with human behavior under extreme stress--a condition which seems extremely unlikely to result merely from inhabitation of a university hall. (Even Mechanic's study (1962) of graduate students does not suggest such extreme stress.) The "normal" culture of a group of people living in a relatively controlled setting is likely to be strongly affected by such extreme stress, and hence the studies of prisoners of war has somewhat dubious significance here. Bettelheim's



concern for the human condition in modern mass society and the psychological impact of totalitarian tendencies is, however, an important concern to bear in mind and fits in well with other concerns about authoritarianism.

Studies of military personnel are surprisingly devoid of sociological data on barrack life, perhaps due to the transitory nature of such life. (Jones, 1961; Shelburne and Groves, 1965; Soloman, 1961; Stouffer, 1949) Military studies do devote considerable attention to formal leadership--a topic for which literature is voluminous and knowledge is scanty, but an area which is of vital concern in any organized system.

Other modes of group living (or mass living) yield scanty sociological data for this study as most are concerned with the grouping together of individuals either with extreme backgrounds or under extreme conditions; thus, the relevance of studies on Synanon (Yablonsky, 1965) or brothels is quite minor, despite the fact that Cleland (1964) refers to the Madam of the House as "the venerable president of this college."

## V. LEADERSHIP STUDIES

An important facet of any institution is the nature of its leaders and the manner in which they perform their roles. The amount of material dealing with leadership is rather voluminous, and only some of the studies having direct bearing on this investigation will be mentioned here.



Despite the amount of literature available on leadership, few useful objective tests have been developed which measure leadership ability or potential. (Buros, 1965) Only one discovered by the writer appears to have sufficient merit to warrant its use in this investigation. This is the Leadership Opinion Questionnaire developed by E. A. Fleishman and published in 1960 by Science Research Associates. It attempts to provide two independent dimensions of supervisory leadership--structure and consideration.

Structure (S) is defined as the extent to which an individual is likely to structure his own role and those of his subordinates toward goal attainment; and consideration (C) is the extent to which an individual is likely to have job relationships characterized by mutual trust, a certain warmth between supervisor and subordinates, and the like. (Buros, 1965, p. 1370)

The importance of these characteristics for leadership is supported by Hollander (1964). He states:

. . . There are several behavioral processes which seem to be important in determining the effectiveness of leadership. These may be considered under three general headings: first, providing the group with structure and goal setting; . . . second, maintaining a flexibility and adaptability in handling changing requirements as new situations develop; and third, establishing productive social relationships which arise from a predictability of behavior on the leader's part which manifests itself in emotional stability, dependability, and fairness in distributing rewards. (p. 231)

Most other attempts to determine leadership characteristics have involved particular profiles on personality tests and inventories, or subscales on such tests. The meaning of such measures is rather obscure and the search for a useful instrument is rather discouraging.





Of all the scales of this nature that have been developed, the California F-Scale (Adorno, et. al., 1950) is one of the most extensively employed. (Titus and Hollander, 1957; Christie and Cook, 1958) Among its many uses has been the description of leaders, and most studies indicate that "successful" leaders (those well liked and respected by their followers) are non-authoritarians.

Further correlates of Authoritarianism are pointed out by Hollander (1964):

The scale's constructors were concerned with tapping the personality syndrome which would be particularly receptive to antidemocratic ideology. In this regard they have established that the scale is related to clinical evidence of rigidity, stereotypy of thinking, moral conservatism, and the like. Moreover, the scale has been shown to correlate respectably with scales of anti-Semitism, ethnocentrism, and political-economic conservatism.

The negative relationship between authoritarianism and humanistic orientation pointed out by Carstairs (1957) and Gilbert and Levinson (1957) has been referred to previously. The administration of the F-Scale to residence hall leaders thus might will reveal a relationship between authoritarianism and success as a leader as well as indicate the general ideological orientation of the institution.

The meaning of the F-Scale is sufficiently vague, however, that care must be taken not to over-interpret scores on it.

In their original work, Adorno et. al. (1950) omitted from their norms the results of the F-Scale administered to a large group of college students on the grounds that "the total sample of subjects was already weighted too heavily on the side of young and relatively



well-educated people." (p. 261) The norms thus seem suitable to some degree for comparison to a college population.

Christie and Cook (1956, p. 175) however, suggest that:

. . . disparate findings on analyses of the structure of the F-Scale may result from the use of college undergraduates, who are inconsistent in their values. The wisdom of employing more adult (and ideologically consistent) samples as a source of data is indicated.

It can be argued that the F-Scale is a measure of social sophistication to a much greater extent than originally intended by the authors of The Authoritarian Personality. (p. 176)

Cohn (1952) agrees with this latter point of view. He suggests "that more intelligent persons are able to penetrate the meaning of the F-Scale and thus respond in a more acceptable or "proper" way. (p. 732) He also holds that "it may be possible that the F-Scale measures authoritarian submission, because people who have a tendency to respond positively in an ambiguous situation are submissive, rather than because of item content.

In general, research on the F-Scale suggests that its construct validity is in considerable question, primarily because of the vagueness in the definition of the construct "authoritarian personality." Indeed, the scale was defined by a number of logically (rather than empirically) defined variables which the authors justified grouping together on the grounds that each of the items did correlate significantly with the test as a whole. (Adorno, 1950, p. 261) Subsequent empirical studies revealed clusters resembling the hypothetical ones proposed by the authors. (Christie and Garcia, 1951)





A longer scale for authoritarianism based on the original F-Scale but less ideologically and more personality centered was later developed by some of the original authors. (Webster, Sanford, and Freedman, 1955)



## CHAPTER III

### RESEARCH DESIGN

#### I. THE SUBJECTS

The subjects of this investigation were the 1965-66 winter session residents of the Lister Hall Residence Complex at the University of Alberta, Edmonton, or, more specifically (since there is a slow turnover of residents throughout the year), those students residing in Lister Hall during the month of March, 1966. There were approximately six hundred male and six hundred female students, all of whom were undergraduates with a considerable proportion being freshmen. Selection of the Lister Hall residents was made partly because of the investigator's familiarity with this aspect of campus life, having resided in Lister Hall itself during the previous winter session, and thus having acquired numerous personal contacts with key personnel involved in the formal social structure of the Residences, as well as gaining a general impression of the culture of the Complex.

#### II. SOURCES OF INFORMATION

##### 1. The Questionnaires

A large proportion of the data collected was done by means of two questionnaires, one designed to provide information of a nonconfidential nature, and the other to provide data of a more personal sort. These questionnaires and the covering and follow-up letters associated with them are reproduced as Appendix A. The nonconfidential questionnaire



was required for the sole reason of examining peer group formation, since to do this it was necessary to know the room numbers of the Residents. Identity of individual students was not required nor used for any other purpose. In general, the questionnaires provided voluntary reports of various attitudes, opinions, and behavior patterns of students, as well as certain background information.

Many of the items simply questioned the type and frequency of various kinds of behavior engaged in by Residence students or asked for factual background information. The majority of such items were devised because of their fundamentality in any such cultural investigation.

With the exception of those items pertaining exclusively to Residence life, the majority of items concerning student attitudes were drawn directly from, or at least suggested by, a variety of sources. In particular, Remmers and Radler (1957) provided a source of items and comparative data for attitude questions.

## 2. Personality Measures

In addition to the information provided by the questionnaires, it was felt that a more thorough investigation of the Residence Hall House Committees would be valuable in understanding the culture of residences, since the related literature indicated the importance of leadership in determining the overall nature of the environment. (eg. Carstairs et. al., 1957) Hence, the California F-Scale, Form 40-45 (Adorno et. al., 1950) which is reproduced as Appendix B, was administered





to the House Committee members, and in addition, the Leadership Opinion Questionnaire (Fleishman, 1960) to the House Committee Chairmen.

### 3. Available Institutional Records

A considerable amount of data about Residence students and University of Alberta students in general was available from University records. The 1965-66 Summary of Statistics for the University of Alberta gave faculty enrollments and distribution by age and religious denomination for the whole campus and thus provided a basis for comparison with the same data for Residence students.

From University Housing Office records, the age, faculty, and religious denomination was obtained for those who lived in Residence but who did not return their questionnaires, and the University Food Services Office provided information on meal absenteeism and student staff.

Student Counselling Services supplied the American Council on Education (ACE, 1949) total scores for Residence freshmen, and also provided local normative data for the instrument.

### 4. Informant Reports

Some of the most valuable and insightful information was accumulated through discussions with key personnel in Lister Hall. Views of the Residence Deans, the Building Managers, and the Receptionists were particularly valuable in gaining an understanding of the atmosphere in Lister Hall.



## 5. Participant Observation

It might be argued that since studies of culture are concerned with relatively lasting states of affairs, few important aspects of the culture in Lister Hall would vary from year to year. If this is so, then a full year's participant observation can be claimed by the investigator, who resided in Lister Hall as a Resident Advisor for the previous winter and summer sessions. It may be countered, however, that participation in a culture is not equivalent to participant observation in that culture, and although this may be partly true, it is also certainly true that much was learned about the culture of Lister Hall by residing there. Hence, much of the nonstatistical information was already known to the investigator and merely required confirmation by structured observation and interaction with the students and staff on a minor scale during the 1965-66 winter session. Information regarding informal student activities in common areas was thus acquired.

## III. COLLECTION OF THE DATA

Early in the 1965-66 academic year permission to carry out this study was granted by the University Provost, Director of Housing, and the Residence Hall House Committees. Actual collection of the data was planned for March, 1966, in order to give the subjects sufficient time to make friends and to establish discernible patterns of behavior. All questionnaire and observational data were thus collected in the last two weeks of March and the first two weeks of April. In the third week of March, several announcements regarding the study were made via the





intercom system of the Lister Hall Cafeteria. Announcements were made during the evening meal when a maximum number of students would be occupying the Cafeteria. This was the only previous notification of the study that the Residents received.

In the fourth week of March the two questionnaires and covering letter were distributed to each of the students by placing them in their mail boxes in Lister Hall. In addition, Residence Seniors were given the California F-Scale, also via their mail boxes. To ensure confidentiality and encourage willingness to respond an envelope was provided in which to enclose Questionnaire Number Two (the confidential questionnaire). About a week later the Leadership Opinion Questionnaire was distributed to the floor chairmen. These questionnaires were returned to a box located in the main rotunda of each of the Residence Halls.

During the two weeks following distribution of the questionnaires, numerous announcements were made in the cafeteria to encourage return of the questionnaires. Approximately two weeks after the initial distribution, written reminders were sent to those who had not yet returned their questionnaires. (Appendix A) Collection of data was stopped during the second week of April, because of approaching final examinations.

#### IV. TREATMENT OF THE DATA

##### 1. Questionnaire Material

The information from the questionnaires was first coded and



punched on cards for machine processing. The major portion of the data analysis was of a nonparametric nature, being done with a cross-classification program which computed frequencies, percentages by rows, by columns, and by both simultaneously, and chi squares for any specified pair of variables. (Department of Computing Science Library Program T-801-1)

For Questionnaire Number One, 102 variable pairs were specified, and for Questionnaire Number Two, 74 variable pairs were specified. All data had to be recoded because of the limitations of this program, and hence the maximum size of any cross-classification table was ten rows by ten columns. Since data for males and females were handled separately throughout the analysis, there was a total of 352 tables from this analysis alone to examine. Only tables which were felt to be of a major consequence or interest were reproduced for this thesis.

Where comparisons were made between Residence students and non-Residence students or amongst different groups of Residence students, the value of the variate  $z$  was computed on the basis of the proportions in the particular categories for the two groups, using the formula:

$$z = \frac{p_1 - p_2}{\sqrt{\frac{p_1 q_1}{N_1} + \frac{p_2 q_2}{N_2}}}$$

where:  $p_1$  = proportion in Group I

$p_2$  = proportion in Group II

$q_1 = 1 - p_1$

$q_2 = 1 - p_2$

$N_1$  = Number of persons in Group I

$N_2$  = Number of persons in Group II



All differences significant at the .05 level (or at a higher level) were considered as being significant for the purposes of this study.

In addition to the cross-classifications that were made, the few parametric variables in the data were programmed for computation of means, standard deviations, and Pearson product-moment correlation coefficients. Data treated in this manner included Grade XII averages, age, hours of study, and suggested "ideal" marrying ages for men and for women. Means and standard deviations of Grade XII averages and hours of study were also computed for each faculty. Statistical comparisons could have been made on this information, but were not because of the volume of data involved.

## 2. California F-Scale

The mean total score on the F-Scale was computed for both Residence males and females and compared by t-tests with two sets of norms provided by Adorno, et. al. (1950); t-tests were also carried out between each of the floors in Residence and the total Residence population, and between males and females. The formula used was:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{N_1 s_1^2 + N_2 s_2^2}{N_1 + N_2 - 2} \cdot \frac{N_1 + N_2}{N_1 \cdot N_2}}}$$

and since in this case the number of degrees of freedom was large, the t variate could be approximated by a normal z variate.

## 3. Leadership Opinion Questionnaire

Means and standard deviations were computed for males and females





on each of the subscales of the Leadership Opinion Questionnaire and these were compared by t-tests with existing norms. Male-female differences were also computed.

#### 4. Statistical Records

The only analysis that was carried out on statistical records, other than computation of proportions from frequencies, was a computation of mean freshman ACE scores and comparison of these with the norms. The means and standard deviations of the norms were available only by faculty, and these subgroup parameters were appropriately combined to give their equivalents for the total group. A t-test was carried out for each sex between the norms and the Residence students.



## PART II

### RESULTS OF THE INVESTIGATION

#### CHAPTER IV

##### THE ENVIRONMENT

###### I. THE COMMUNITY SETTING

The Lister Hall Residence Complex is located on the southwest corner of the University of Alberta campus in Edmonton, approximately ten blocks from the farthest part of the campus. It is located on a main bus route to all major areas of the city. Immediately to the east of the Complex is the Northern Alberta Jubilee Auditorium; to the west and north, the Windsor Park residential area; to the south, undeveloped University property; and, to the northeast, the University campus.

First opened for the 1964-65 winter session, the Residence was in only its second year of operation when this study was carried out. The Complex was intended primarily to house freshmen students, with a minimal complement of seniors to organize student activities. Four other major residence halls existed on the campus: two were operated by the University for graduate and senior students and accommodated approximately one hundred and fifty members of each sex; the other two-- Saint Joseph's College and Saint Stephen's College--a Roman Catholic and United Church affiliated Residence respectively, together accommodated only about two hundred male students. The remainder (and hence the majority) of students lived off campus in rented suites and houses,





boarding houses, fraternity houses, or in their parents' homes.

Numerous banks, drug stores, and barber and beauty shops, were located within easy walking distance of the Residences, the nearest being a small shopping complex consisting of two banks, a barber and beauty shop, a food store, a drug store, and a small restaurant, directly across the street from the Residence Halls. In addition, a number of restaurants featured, or sometimes dealt exclusively in, delivery service which was capitalized upon by the Residence students for late evening service.

## II. PHYSICAL FACILITIES

The Lister Hall Residence Complex consisted of two ten-story 'Y' shaped buildings (one for male students, the other for female students), and a central octagonal Food Services Building to which the Residences were adjoined by tunnels. A third residence planned for the Complex was to be situated between the two existing Halls, and was to house both male and female students. Figure 1 is a schematic diagram of the layout of the Halls.

Housed in the central building were the main kitchen and cafeteria where all major meals were prepared and served, three banquet rooms for special Residence functions or University-sponsored dinners, four lounges, a Snack Bar, a Post Office, numerous vending machines and the University Housing and Food Services Offices.

The main cafeteria, located on the upper floor of the Food Services Building and looking out towards the Campus, was designed to seat



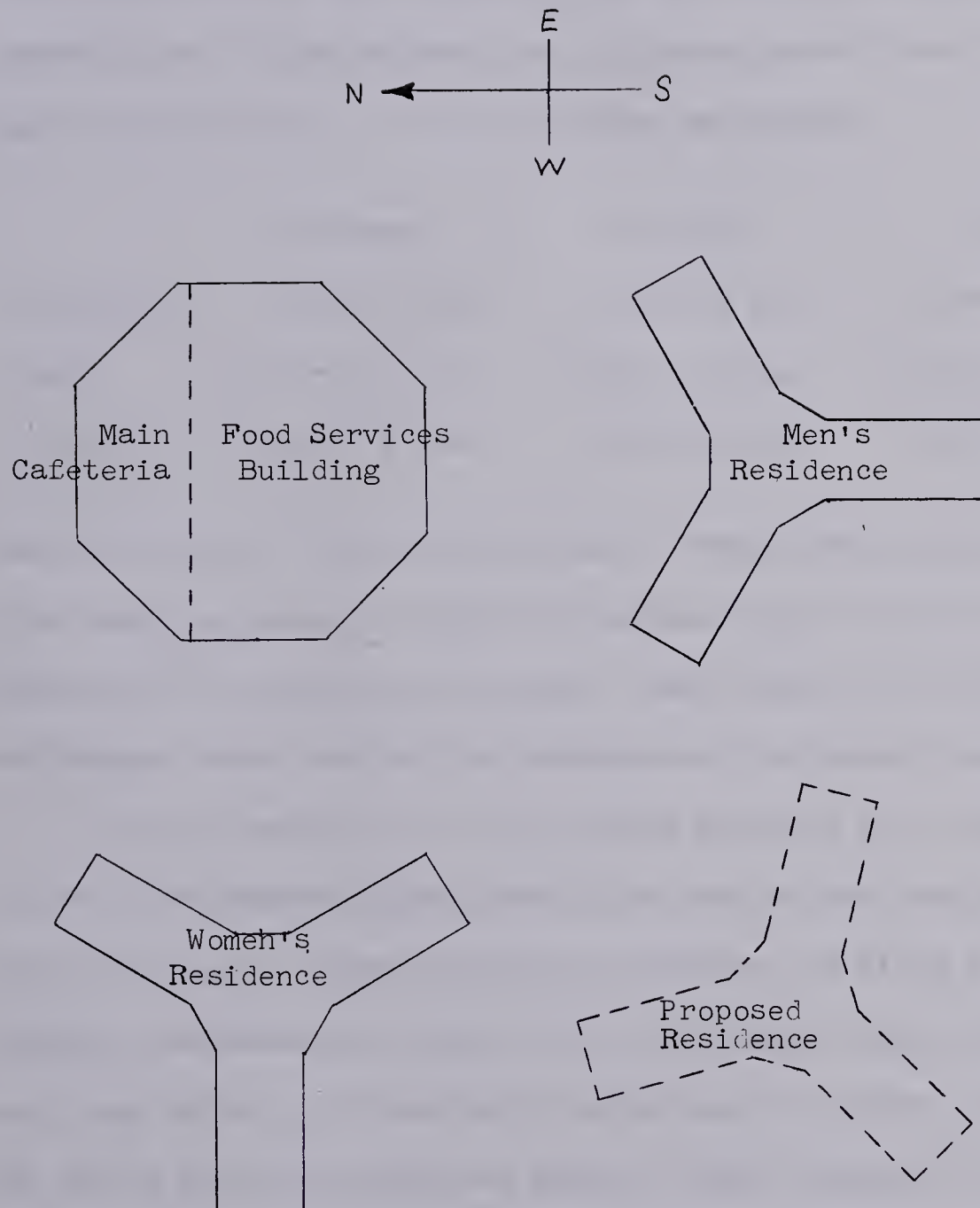


FIGURE 1  
SCHEMATIC DIAGRAM OF THE  
LISTER HALL RESIDENCE COMPLEX



approximately nine hundred people at any one time and was meant to accommodate only the Residents of the three Halls in the Complex. Since the construction of the third hall had been delayed, nonresidents were permitted use of the cafeteria by purchasing monthly meal cards, or by paying cash for meals. Meal hours were as follows:

	Weekdays	Saturday	Sunday
Breakfast	7:00-8:30 a.m.	7:00-8:30 a.m.	8:30-9:30 a.m.
Lunch	11:00-1:00 p.m.	11:00-1:00 p.m.	12:00-1:30 p.m.
Dinner	5:00-6:30 p.m.	5:00-6:00 p.m.	5:00-6:00 p.m.

The food servery in the cafeteria was a free-flowing design which facilitated rapid movement of traffic during peak hours, and had received awards for its excellence of design. The kitchen, Food Services Offices, and banquet rooms occupied the remainder of the upper floor.

On the lower floor of the central building was a Snack Bar designed to accommodate approximately two hundred and forty students and which was open for light snacks from 6:30 p.m. to 11:30 p.m. every evening. The Snack Bar opened on to two lounges, one equipped with ping pong tables, the other with comfortable furniture, a television set, and a piano. A third and smaller lounge, adjacent to the second one, was supplied with a variety of magazines and newspapers.

Post Office boxes for each room were located next to the Snack Bar and immediately across from the tunnel exits from each of the buildings. The Post Office was open for an hour from 6:00 p.m. to 7:00 p.m. on weekdays for parcel collection and purchase of stamps,





but handled no outgoing mail. All Housing Office publications were distributed via these mail boxes as well, but they were generally not available for unmailed correspondence from other sources. An exception was made for the distribution of materials associated with this study.

Across from the Post Office and Snack Bar were vending machines for cigarettes, candy, soft drinks, paperbacks, nylons, shampoo, pens, and numerous other sundry articles. Adjacent to the Post Office and near the tunnel entrance to the Women's Building were two music listening rooms--the larger equipped with a baby grand piano and the smaller with a stereophonic radio and record player.

Near the offices on the lower floor were coat racks and washrooms and the Residence laundry and dry cleaning services. Laundry and dry cleaning could be sent to a variety of commercial laundries from the centre, and the centre itself could do laundry (without ironing) for a nominal fee.

The Residences themselves each accommodated approximately six hundred students on eleven floors--all of the floors except main and basement accommodating a maximum of fifty-nine students. Figure 2 is a diagram of a typical floor in either building. Each floor consisted of three wings, two of which accommodated twenty students and the third nineteen students. Each wing had separate washrooms and was joined to the others by a central rotunda including a lounge and a small kitchenette and hand laundry area. Kitchenettes on each floor were equipped with hot plates and irons, and most floors purchased kettles, toasters, and dishes for the preparation of evening snacks. The two end rooms of

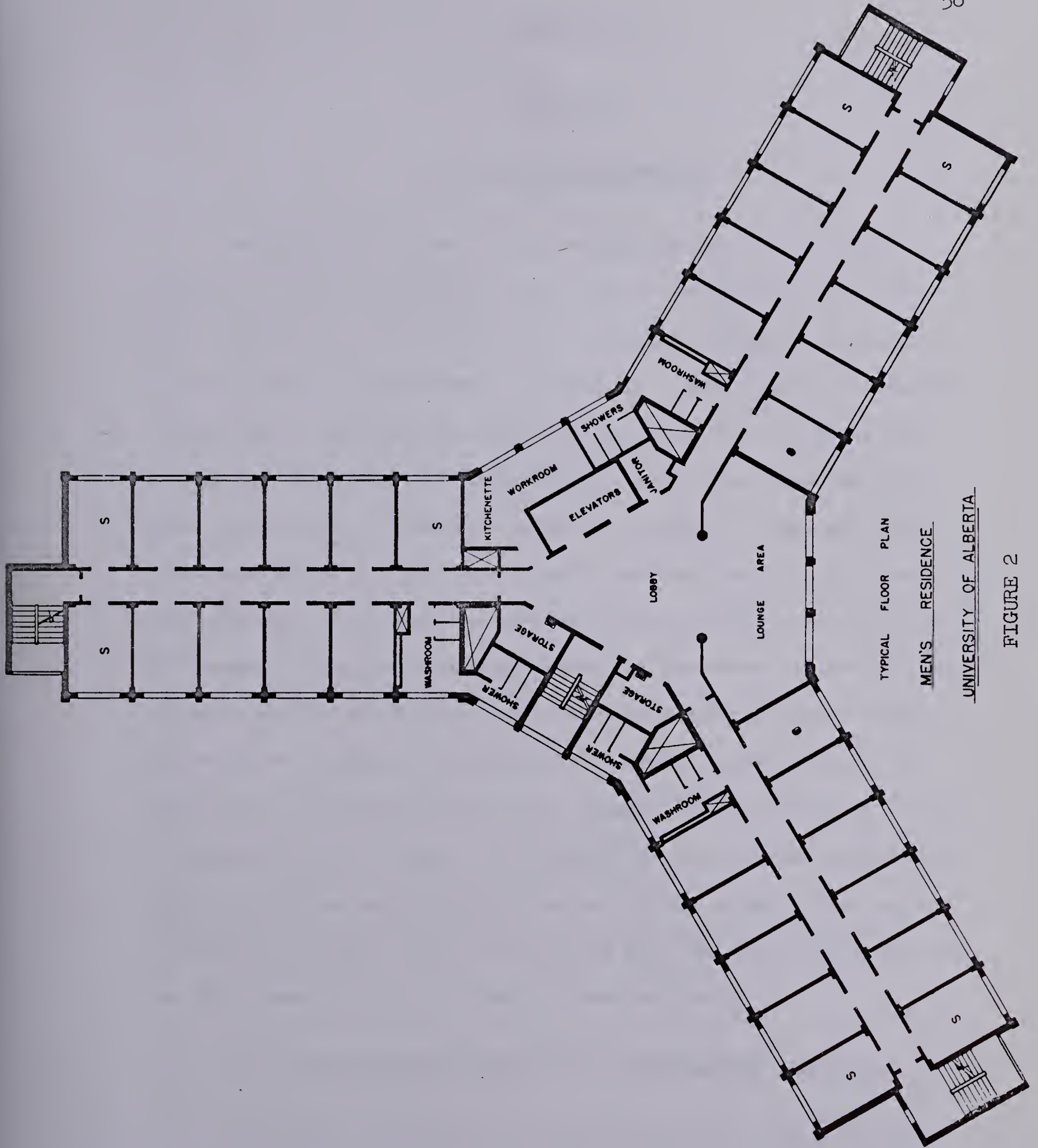


each wing were single rooms and were occupied by the House Committee members for that floor. The Chairman of the floor occupied the only other single room on the floor.

One wing on the main floor was divided into a suite for the Residence Dean--an individual appointed by the University Provost, the incumbent of which was responsible for discipline within the building--and a small study library equipped with reference books supplied by the University Alumni Association. The main rotunda also accommodated an information and check-in desk and adjoining office, and a small waiting lounge (the furnishings of which, in the men's building, included a television set). Located in the basement were three small practice rooms for musical instruments, storage rooms, and a room originally designed as a lounge, but which had, in the men's building, been converted into an exercise room. Storage cupboards held squash, badminton, and handball equipment, balls, and tobaggans which could be issued by the House Committee to any Residence student. Most of the floors in the Men's Building rented television sets from commercial companies for the lounge on their floor. Each floor had a storage room for hand luggage, and trunks were stored on the penthouse. Each building had an unfurnished sun deck.







TYPICAL FLOOR PLAN

MEN'S RESIDENCE

UNIVERSITY OF ALBERTA

FIGURE 2

TYPICAL FLOOR PLAN



## CHAPTER V

### THE INPUT

#### I. ENTRANCE RESTRICTIONS

Assignment to a room in Lister Hall was done on the basis of year of studies and time of application. Freshman students were given preference up to a given date whereupon unoccupied rooms were filled by senior students who had applied. A small handful of senior students were unofficially denied admission because of misbehavior during their previous year in Residence. Room rates were the only other restricting influence on potential occupants: room and board rates were \$82.00 and \$90.00 per month for double and single rooms respectively. (This rate included weekly maid service and individual telephones.) Initially, proposed rates for Residence had been higher but were cut in 1964 following a student petition sponsored largely by Residence students. The rates were somewhat higher than rental rates for the surrounding area, but, comparatively, quality of service was generally high and very few students actually living in Residence complained of the relatively high rates. It is possible that this is indicative of either their contentedness with the service they received for their money, or else of their general affluence.

#### II. REPRESENTATIVENESS OF THE QUESTIONNAIRE RESPONSE

Percentage of returns for both Questionnaire Number One and



Number Two was 74.7% for the females, and 62.8% for the males, thus making an average return of 68.8%--a return not as high as desired, but in light of the fact that certain other information was available on nonrespondents, a reasonable figure. (Three hundred and seventy-seven of each questionnaire were returned by the males--445 by the females, making an overall total return of 1644 questionnaires.) The overall general attitude toward the questionnaires appeared to be one of genuine interest, numerous students expressing their desire to know the results of the investigation. Male students tended to take a more casual concern in the questionnaire; more males laughed and joked about the questionnaire than did the females, and more undoubtedly amused themselves by filling in fictitious responses. Still, it is felt that those who did take the trouble to respond, answered honestly for the most part. Those questionnaires which were obviously inconsistent or exaggerated were omitted from the analysis. Such questionnaires were very few, even amongst the male students. Female students seemed to be much more sincere in their response; their questionnaires were returned more promptly, more questionnaires were returned, and a generally more sincere interest in the study was shown. Such a general response however, was not unexpected, in light of the numerous studies of sex role performance. There thus appeared to be a generally positive attitude toward the questionnaires, and although there exists no statistical validation of the belief, it is felt that the responses--and particularly those of the females--are, for the most part, valid. This, however, is hardly a rigorous defence for the





validity of the questionnaire data and is one of the chief weak points of this, and of any study employing questionnaires.

In order to determine the extent to which response to the questionnaires was representative of all people in Residence, comparison was made between certain factors known about the nonrespondents and the same factors for the respondents, the former obtained from Housing Office records, and the latter from the questionnaires.

Table I shows the significance of the differences of proportions of faculty enrollment between the two groups. For the females there was no significant difference between these proportions for any faculty and it may thus be assumed that with respect to faculty distribution the questionnaire respondents are no different from the nonrespondents.

Male respondents were not significantly different from nonrespondents in faculty proportions except in the Medical Sciences and Physical Education where there were significantly more respondents than nonrespondents. The small numbers representing the Medical Sciences makes this particular difference negligible as far as the overall interpretation of the data. However, the high response from Physical Education students may appreciably influence the data drawn from the questionnaire. Comparison of the response of these students and total overall response might reveal the direction of such influences if any truly exist.

Table II shows the significance of differences of proportions of stated religious preferences between questionnaire respondents and nonrespondents for both sexes. For all such preferences, differences



TABLE I

SIGNIFICANCE OF DIFFERENCES OF PROPORTIONS OF FACULTY ENROLLMENTS  
- BETWEEN QUESTIONNAIRE RESPONDENTS AND NON-RESPONDENTS

Faculty	Males						Females					
	Respondents			Non-Respondents			Respondents			Non-Respondents		
	f1	p1	f2	p2		Signifi- cance Level	f1	p1	f2	p2		Signifi- cance Level
Agriculture	26	.070	16	.071	- .046	NSD	1	.002	0	.000	+1.000	NSD
Arts	48	.129	24	.107	+ .809	NSD	97	.218	39	.253	- .872	NSD
Dental Sciences <sup>a</sup>	8	.022	6	.027	- .377	NSD	10	.022	3	.019	+ .231	NSD
Education	53	.142	32	.143	- .034	NSD	184	.413	52	.339	+1.570	NSD
Engineering	77	.207	51	.229	- .627	NSD	1	.002	0	.000	+1.000	NSD
Household Economics	0	.000	0	.000	---	---	25	.056	13	.084	-1.125	NSD
Medical Sciences <sup>b</sup>	8	.022	1	.004	+2.065	.05	29	.065	12	.078	- .529	NSD
Physical Education	23	.062	6	.027	+2.115	.05	15	.034	4	.026	+ .518	NSD
Science	94	.253	61	.276	- .606	NSD	40	.090	18	.117	- .923	NSD
Other <sup>c</sup>	35	.094	26	.116	- .838	NSD	43	.096	13	.084	+ .455	NSD
N	372		223				445		154			

<sup>a</sup> Faculty of Dentistry and School of Dental Hygiene

<sup>b</sup> Medicine, Rehabilitation Medicine, Medical Laboratory Science

<sup>c</sup> Commerce, Law, Pharmacy, Nursing





TABLE II

SIGNIFICANCE OF DIFFERENCES OF PROPORTIONS OF STATED RELIGIOUS  
PREFERENCES BETWEEN QUESTIONNAIRE RESPONDENTS AND  
NON-RESPONDENTS

Religion	Males						Females						Signifi- cance Level
	Respondents			Non-Respondents			Respondents			Non-Respondents			
	f1	p1	f2	p2			f1	p1	f2	p2			
United	148	0.420	94	0.495	-1.652	NSD	207	0.484	77	0.523	-0.816	NSD	
Roman Catholic	38	.108	28	.147	-0.404	NSD	57	.133	21	.143	-0.301	NSD	
Anglican	46	.131	36	.189	-1.725	NSD	65	.152	29	.197	-1.213	NSD	
Lutheran	19	.054	13	.068	-0.640	NSD	29	.068	7	.048	+0.934	NSD	
Baptist	10	.028	3	.012	+1.357	NSD	5	.012	2	.014	-0.181	NSD	
Jewish	2	.006	2	.010	-0.482	NSD	1	.002	0	.000	+0.894	NSD	
Presbyterian	8	.023	3	.012	+0.980	NSD	14	.033	7	.048	-0.765	NSD	
Unaffiliated	50	.142	1	.005	+7.102	.001	27	.063	0	.000	+5.362	.001	
Other	31	.088	10	.053	+1.578	NSD	23	.054	4	.027	+1.564	NSD	
N	352		190				428		147				



are nonsignificant with the exception of those who stated their religious preferences as "unaffiliated," who are much overrepresented in their response to the questionnaire. This difference may reflect merely a difference in response to the questionnaires, and to the residence application forms. The former was worded, "What church do you belong to, if any?", and the latter, "Church of your choice." It seems probable that church membership and church choice are not synonymous. Hence, with some reservations on this one point it might be concluded that there were no significant differences between questionnaire respondents and nonrespondents in proportions of religious preferences. There was also no significant difference between the age of the respondents and the nonrespondents for either males or females. Table III shows the value of 't' for this comparison.

TABLE III  
SIGNIFICANCE OF DIFFERENCES OF MEAN AGE BETWEEN  
QUESTIONNAIRE RESPONDENTS AND NONRESPONDENTS

	Respondents		Non-respondents		t	Signifi- cance
	Mean	S.D.	Mean	S.D.		
Males	19.16	2.71	19.16	1.88	0	NSD
Females	18.70	0.93	18.23	3.04	0.916	NSD

Respondents: Males N = 377  
                   Females N = 445  
 Non-respondents: Males N = 224  
                   Females N = 158



## III. FACULTY REPRESENTATION

Table IV shows the significance of differences of proportions of faculty enrollments between Residence students who responded to the questionnaire and the total University undergraduate enrollment.

Table V shows these same data with the modified grouping of faculties which was necessary for the cross-tabulation carried out by the computer, and which facilitates comparison with other tables involving faculty distribution.

Since the Residences were designed primarily for freshman students it is not surprising to find a significantly lower representation of the professional schools of Law and Medicine for both sexes. (Dentistry was, however, appropriately represented.) The distribution of Residence students over the remainder of faculties indicates that the female Residence students were a representative faculty sampling of the overall University undergraduate population. For males, however, this was definitely not the case, for Residence appeared to be significantly underrepresented in Education and Commerce students, and overrepresented in Engineering, Physical Education, and Science students. The overrepresentation in Physical Education is partly, but not entirely, reduced by considering the combined proportions (.049) of questionnaire respondents and nonrespondents. This combined proportion was not considered here because it is the representativeness by the questionnaire respondents of the total campus undergraduate enrollment which is of primary concern. It would therefore appear that Residence males--at





TABLE IV

SIGNIFICANCE OF DIFFERENCES OF PROPORTIONS OF FACULTY ENROLLMENTS  
BETWEEN RESIDENCE STUDENTS (REPENDENTS) AND TOTAL  
UNIVERSITY OF ALBERTA UNDERGRADUATE POPULATION

Faculty	Males				Signifi- cance Level	Females				Signifi- cance Level		
	Residence		University			Residence		University				
	f <sub>1</sub>	p <sub>1</sub>	f <sub>2</sub>	p <sub>2</sub>		f <sub>1</sub>	p <sub>1</sub>	f <sub>2</sub>	p <sub>2</sub>			
Agriculture	26	.070	264	.046	+1.780	NSD	1	.002	17	.005	-1.342	NSD
Arts	48	.129	854	.150	-1.167	NSD	97	.218	747	.219	-0.048	NSD
Dentistry	8	.022	185	.032	-1.250	NSD	2	.004	7	.002	+0.667	NSD
Dental Hygiene	0	.000	0	.000	---	---	8	.018	37	.011	+1.068	NSD
Education	53	.142	1150	.202	-3.023	.01	184	.413	1574	.461	-1.932	NSD
Engineering	77	.207	846	.149	+2.695	.01	1	.002	4	.001	+0.500	NSD
Household Economics	0	.000	0	.000	---	---	25	.056	152	.044	+1.048	NSD
Law	0	.000	156	.027	-13.50	.001	0	.000	14	.004	-4.000	.001
Medicine	8	.022	281	.049	-3.323	.01	1	.002	34	.010	-3.267	.01
Physical Education	23	.062	166	.029	+2.609	.01	15	.034	118	.034	0.0	NSD
Rehab. Med.	0	.000	4	.001	0.0	NSD	28	.063	149	.044	+1.578	NSD
Science	94	.253	1122	.197	+2.419	.05	40	.090	235	.069	+1.478	NSD
Nursing	0	.000	0	.000	---	---	23	.052	172	.050	+0.180	NSD
Commerce	26	.070	578	.102	-2.304	.05	3	.007	30	.009	-0.471	NSD
Pharmacy	9	.024	85	.015	+1.116	NSD	17	.038	127	.037	+0.104	NSD
	372		5691				445		3417			



TABLE V

SIGNIFICANCE OF DIFFERENCES OF PROPORTIONS OF FACULTY ENROLLMENTS  
(MODIFIED GROUPING) BETWEEN RESIDENCE STUDENTS (RESPONDENTS)  
AND TOTAL UNIVERSITY OF ALBERTA UNDERGRADUATE POPULATION

Faculty	Males						Females					
	Residence			University			Signifi-			cance		
	f <sub>1</sub>	p <sub>1</sub>		f <sub>2</sub>	p <sub>2</sub>		f <sub>1</sub>	p <sub>1</sub>	f <sub>2</sub>	p <sub>2</sub>		Level
Agriculture	26	.070		264	.046	+1.780	1	.002	17	.005	-1.342	NSD
Arts	48	.129		854	.150	-1.167	97	.218	747	.219	-1.048	NSD
Dental <sup>a</sup> Science	8	.022		185	.032	-1.260	10	.022	44	.013	+1.260	NSD
Education	53	.142		1150	.202	-3.023	184	.413	1574	.461	-1.932	NSD
Engineering	77	.207		846	.149	+2.695	1	.002	4	.001	+0.500	NSD
Household Economics	0	.000		0	.000	---	25	.056	152	.044	+1.048	NSD
Medical <sup>b</sup> Sciences	8	.022		285	.049	-3.323	29	.065	183	.054	+0.898	NSD
Physical Education	23	.062		166	.029	+2.609	15	.034	118	.034	0.0	NSD
Science	94	.253		1122	.197	+2.419	40	.090	235	.069	+1.478	NSD
Other <sup>c</sup>	35	.094		819	.144	-3.163	43	.096	343	.100	-0.269	NSD
N	372			5691			445				3417	

<sup>a</sup> Dentistry and Dental Hygiene

<sup>b</sup> Medicine, Rehabilitation Medicine, Medical Laboratory Science

<sup>c</sup> Commerce, Law, Pharmacy, Nursing





least in this particular year--were not representative of University males in general with regard to faculty enrollment.

#### IV. YEAR AND AGE REPRESENTATION

Approximately 41% of Residence males and 52% of Residence females were freshman students, as compared with 34% of male and 40% of female freshmen in the total campus enrollment. The proportion of second year students in Residence was approximately equivalent to the proportion on the campus as a whole, but third and fourth year were underrepresented in Residence. Again, such a distribution could be expected because of the Residence admission policies. Tables VI and VII show the actual percentage distribution of Residence and total University undergraduates by year of studies.

Similarly, the mean age of Residence students was somewhat lower than that of the total University undergraduate population, and the eighteen, nineteen, and twenty year old age groups are considerably overrepresented. The mean age for Residence males was 19.16 years as compared with 20.95 years for the total University male undergraduate population. The mean age for Residence females was 18.70 years as compared with 19.94 years for the overall campus. Table VIII and Table IX show the percentage age distribution of Residence and total undergraduate population.

#### V. RACIAL REPRESENTATION

Approximately 95% of Residence students were white. Asian



TABLE VI  
DISTRIBUTION OF RESIDENCE STUDENTS BY  
YEAR OF STUDIES

Year of Studies	Males		Females	
	f	%	f	%
First	147	40.9	225	52.5
Second	111	30.8	157	36.6
Third	57	15.8	40	9.3
Fourth (or more)	45	12.5	7	1.6
TOTAL	360	100.0	429	100.0



TABLE VII

DISTRIBUTION OF TOTAL U. OF A. UNDERGRADUATE  
POPULATION BY YEAR OF STUDIES

Year of Studies	Males		Females	
	f	%	f	%
First	1882	33.8	1332	39.8
Second	1609	28.9	1097	32.8
Third	1380	24.8	683	20.4
Fourth (or more)	697	12.5	236	7.0
TOTAL	5568	100.0	3348	100.0





TABLE VIII

DISTRIBUTION OF RESIDENCE STUDENTS BY AGE  
(FROM QUESTIONNAIRE)

Age In Years On Jan. 1st, 1966	Males		Females	
	f	%	f	%
16 or under	2	0.5	0	0.0
17	9	2.4	26	5.8
18	102	27.5	174	39.2
19	98	26.4	175	39.3
20	82	22.0	53	11.9
21	50	13.4	13	2.9
22	17	4.6	3	0.7
23	6	1.6	1	0.2
24	3	0.8	0	0.0
25 or over	3	0.8	0	0.0
TOTAL	372	100.0	445	100.0

Mean Age (Males) = 19.16 Yrs. (Standard Deviation = 2.71 Yrs.)  
Mean Age (Females) = 18.70 Yrs. (Standard Deviation = 0.93 Yrs.)



TABLE IX

DISTRIBUTION OF TOTAL U. OF A. UNDERGRADUATE  
POPULATION BY AGE

Age In Years Upon Enrollment (Sept.1965)	Males		Females	
	f	%	f	%
16 or under	2	0.0	1	0.0
17	118	2.1	130	3.8
18	796	14.0	810	23.7
19	946	16.6	895	26.3
20	936	16.3	578	16.9
21	818	14.4	379	11.1
22	624	11.1	178	5.2
23	405	7.1	104	3.0
24	233	4.1	48	1.4
25 or over	815	14.3	294	8.6
TOTAL	5693	100.0	3417	100.0

Mean Age (Males) = 20.95 years

Mean Age (Females) = 19.94 years





and Negroid races approximately equally comprised the remaining five percent. Of those who responded to the questionnaires, 97.0% of the males and 98.6% of the females were white, and thus consideration in this study is primarily of white university students. (Eight special female students from Uganda who lived in Residence did not respond to the questionnaire.) Table X shows the actual percentage distribution.

TABLE X  
RACIAL ORIGINS OF QUESTIONNAIRE RESPONDENTS

Race	Males		Females	
	f	%	f	%
Caucasian	360	97.0	436	98.6
Oriental	8	2.2	4	0.9
Negroid	3	0.8	2	0.5
Totals	371	100.0	442	100.0

Such a crude distinction on the basis of skin color was made only because it was felt that nonwhite students would have patterns of behavior different from those of the whites. Low representation of nonwhite students makes this consideration of negligible importance.

## VI. RELIGIOUS REPRESENTATION

Residence students did not appear to be representative of the campus as a whole with respect to religious preferences. For both males and females in Residence the proportion of students who reported the United Church as their church of affiliation was significantly higher than the corresponding proportion of the total University population,



at the .001 level of significance. Approximately 42% of Residence males reported the United Church as the church to which they belonged, while only about 30% of the total University population reported United Church affiliation. About 48% of the Residence females reported United Church affiliation, as compared with 37% for the total campus. Unless there was some discrepancy between the manner of responding on this questionnaire and the manner of responding on University registration forms, it would seem that Lister Hall was a United Church stronghold. There are numerous possibilities as to why this might have been the case, but any attempted explanation here would be pure speculation without empirical grounding.

While the United Church was highly overrepresented in Lister Hall, "Other" affiliations were equally underrepresented--the proportion again significantly lower at the .001 level. The major religious denominations underrepresented in this category were Greek Catholic, Greek Orthodox, Ukrainian Orthodox, and Latter Day Saints. Underrepresentation of the former three may have been a result of the relatively large segment of Edmonton students of eastern European origins, as compared with students of similar origin from out of town, and hence living in Residence. Again, however, this is merely speculation.

The Roman Catholic church was also underrepresented--particularly in the Men's Residence--and females of Baptist and Jewish (Hebrew) faiths were also underrepresented. The details of the religious distribution of Residence students are reported in Table XI. The generally higher female affiliation was not unexpected.



TABLE XI

SIGNIFICANCE OF DIFFERENCES OF PROPORTIONS OF STATED RELIGIOUS PREFERENCES  
BETWEEN RESIDENCE STUDENTS AND TOTAL UNIVERSITY OF ALBERTA POPULATION

Religion	Males						Females									
	Residence			University <sup>a</sup>			Signifi- cance Level	Residence			University <sup>a</sup>			Signifi- cance Level		
	f1		p1	f2		p2		f1		p1	f2		p2			
United	148	0.420		1980	.298		+4.537	.001	207	.484		1330	.372		+4.396	.001
Roman Catholic	38	.108		1069	.161		-3.090	.01	57	.133		608	.170		-2.108	.05
Anglican	46	.131		848	.128		+1.630	NSD	65	.152		491	.137		+0.820	NSD
Lutheran	19	.054		383	.058		-0.324	NSD	29	.068		213	.060		+0.626	NSD
Baptist	10	.028		206	.031		-0.333	NSD	5	.012		91	.025		-2.229	.05
Jewish	2	.006		88	.013		-1.650	NSD	1	.002		26	.007		-2.042	.05
Presbyterian	8	.023		211	.032		-1.091	NSD	14	.033		96	.027		+0.663	NSD
Unaffiliated	50	.142		795	.120		+1.158	NSD	27	.063		225	.063		0.0	NSD
Other	31	.088		1051	.158		-4.444	.001	23	.054		495	.138		-6.813	.001
N	352			6631					428			3575				

a Includes Graduate Studies





## VII. OCCUPATIONAL BACKGROUND

The background of students residing in Lister Hall deviated little from the standard North American pattern. About 41% of Residence students reported having fathers who were professional or business men. As would be expected in a largely rural province, another 30% reported fathers who farmed. Only about 15% had fathers employed in skilled, unskilled, or clerical positions--an expected underrepresentation of the lower socioeconomic classes.

Over 70% of the students' mothers were housewives and another 16% were engaged in a profession (primarily teaching).

From the finer breakdown of the data, given in Table XII, it would appear that the University of Alberta student (if such a generalization can be made) is typically from a "middle class" background.

No more explicit data about social class origins were requested from the students. Details of father's income or parents' education, although perhaps useful, would be subject, it was felt, to considerable distortion by the students' lack of familiarity with these details, and in any case, such information had received appreciable attention in earlier studies.

## IX. ACADEMIC PERFORMANCE

Two sources of data concerning academic performance of Residence students were available: their reported Grade Twelve averages, and their scores on the American Council on Education Psychological



TABLE XII

## PARENTS' OCCUPATION

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(a) Father's Occupation	Males		Females		Total	
	f	%	f	%	f	%
Professional	82	23.0	80	19.4	162	21.2
Business	74	20.8	78	18.8	152	19.8
Farmer	102	28.6	131	31.7	233	30.2
Skilled	32	9.0	36	8.7	68	8.8
Unskilled	17	4.8	6	1.5	23	3.2
Clerical	9	2.5	11	2.7	20	2.6
Other	40	11.3	71	17.2	111	14.2
TOTAL	356	100.0	413	100.0	769	100.0

(b) Mother's Occupation	Males		Females		Total	
	f	%	f	%	f	%
Professional	51 <sup>a</sup>	14.3	75 <sup>a</sup>	17.6	126	16.0
Business	5	1.4	3	0.7	8	1.0
Farmer	1	0.3	1	0.2	2	0.2
Skilled	6	1.7	13	3.1	19	2.4
Unskilled	13	0.8	2	0.5	15	0.6
Clerical	24	6.7	33	7.7	57	7.2
Housewife	260	73.1	290	68.1	550	70.6
Other	6	1.7	9	2.1	15	2.0
TOTAL	356	100.0	426	100.0	782	100.0

a Primarily Teachers





Tests given at the beginning of their freshman year. For freshman students these were measures of their background rather than measures of the effect of their first year of university; to obtain information about the effect of living in Residence, consideration would have to be given to first year marks of Residence freshmen as compared to non-Residence freshmen. Such data were not available at the time of data collection and hence consideration was given only to past performance.

#### 1. Grade Twelve Departmental Examinations

The mean score of Grade Twelve Departmental Examinations was 67.59% for males and 69.26% for females--close to the averages of males and females at this University. Table XIII gives a further breakdown of the distribution of Grade Twelve averages. Table XIV shows the means and standard deviations of Grade Twelve averages by faculty, and although no statistical tests were carried out to determine the significance of the faculty differences, the faculties of Dentistry, Pharmacy, Science and Engineering, tended to have higher averages for males, and the faculties of Pharmacy, Rehabilitation Medicine, and Dental Hygiene, for females. The faculties whose members had the lowest Grade Twelve averages were, for males, Physical Education and Agriculture, and for females, Education and Arts. Table XV gives the distribution of enrollment of each faculty (modified groupings) by Grade Twelve average and thus provides a further breakdown of this data.

#### 2. Freshman ACE Scores



TABLE XIII

DISTRIBUTION OF AVERAGE GRADES ON GRADE XII  
DEPARTMENTAL EXAMINATIONS  
(REPORTED FROM  
QUESTIONNAIRE)

Grade XII Average	Males		Females	
	f	%	f	%
≤ 65	132	36.1	135	31.0
65 - 70	85	23.2	98	22.5
70 - 75	65	17.8	89	20.4
75 - 80	40	10.9	58	13.3
80 - 85	29	7.9	43	9.9
85 - 90	13	3.6	13	3.0
90 - 95	2	0.5	0	0.0
<b>TOTAL</b>	<b>366</b>	<b>100.0</b>	<b>436</b>	<b>100.0</b>

Mean Grade XII Average (Males) = 67.59  
Standard Deviation = 14.97  
Mean Grade XII Average (Females) = 69.26  
Standard Deviation = 12.36



TABLE XIV

MEAN GRADE XII AVERAGE--BY FACULTY AND SEX

Faculty	Gr. XII Percentage Average				N	
	Males		Females		M	F
	Mean	S.D.	Mean	S.D.		
Agriculture	66.77	4.01	---	---	26	
Arts	67.00	15.89	68.64	15.93	48	97
Dentistry	73.13	6.86	---	---	8	--
Dental Hygiene	---	---	72.13	6.41	--	8
Education	66.42	5.50	67.89	9.92	53	184
Engineering	69.01	15.51	---	---	77	--
Household Economics	---	---	68.88	6.00	--	25
Medicine	67.50	27.54	---	---	8	--
Nursing	---	---	70.83	6.62	--	23
Physical Education	63.09	14.20	69.07	6.51	23	15
Rehabilitation Medicine	---	---	73.86	6.42	--	28
Science	70.43	15.95	69.17	21.01	94	40
Commerce	67.23	5.12	---	---	26	--
Pharmacy	71.22	7.83	77.18	6.37	9	17
TOTAL	67.59	14.97	69.26	12.36	372	437





TABLE XV

DISTRIBUTION OF FACULTY ENROLLMENT--BY GRADE XII AVERAGE  
(PERCENTAGES)

Faculty	Grade XII Average											
	65			65-70			70-75			75-80		
	M	F	M	M	F	M	M	F	M	F	M	F
Agriculture	48.4	100.0	35.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Arts	35.4	28.9	31.3	17.5	25.8	8.3	13.4	11.3	4.2	3.1	2.1	0.0
Dental <sup>a</sup> Sciences	12.5	20.0	25.0	0.0	40.0	0.0	20.0	10.0	0.0	10.0	0.0	0.0
Education	56.6	42.9	22.6	23.9	15.8	3.8	9.2	7.1	1.9	1.1	0.0	0.0
Engineering	27.3	---	24.7	---	---	15.6	---	---	3.9	---	0.0	---
Household Economics	---	34.6	---	30.8	19.2	---	11.5	3.8	---	0.0	---	0.0
Medical <sup>b</sup> Sciences	37.5	6.9	0.0	27.6	27.6	12.5	17.2	17.2	12.5	12.5	12.5	0.0
Physical Education	60.9	26.7	21.7	46.7	20.0	4.3	0.0	0.0	0.0	6.7	0.0	0.0
Science	28.7	22.5	9.6	22.5	5.0	18.1	22.5	22.5	6.4	5.0	0.0	0.0
Other <sup>c</sup>	42.9	23.3	34.3	11.6	30.2	8.6	20.9	7.0	0.0	7.0	0.0	0.0

<sup>a</sup> Dentistry and Dental Hygiene

<sup>b</sup> Medicine, Rehabilitation Medicine, Medical Laboratory Science

<sup>c</sup> Nursing, Pharmacy, Commerce, Law

Males: (N = 377)

Females: (N = 445)



Scores of the Residence freshmen on the American Council on Education (1949) Psychological Tests were compared with the latest University of Alberta freshman norms (1961) by use of t-tests. The normative group was undifferentiated by sex but was compared separately with each sex of the Residence students. Both male and female Residence students scored significantly higher than the norms at the .001 level of significance. The mean total ACE score for Residence males was 123.34 and for females was 123.49 as compared with the mean of 115.4 for the normative group. Table XVI gives more details of this comparison.

This highly significant difference may be attributable to a number of causes: (1) higher ability may have been demanded of all students in 1966 by higher entrance standards than existed in 1961, and hence the difference would be attributable merely to inadequate norms; or (2) Residence students may truly have been superior in some areas of cognitive functioning. This latter explanation has been suggested in some of the related literature. (Johnston, 1963; Stark, 1965)

There was little variation in the mean scores on the ACE for the three years prior to 1961. It seems unlikely, although possible, that such a change would occur in the four-year interval between 1961 and 1965.

If those freshmen who choose to live in Residence really do have higher ability than the total University undergraduate population, an area for considerable investigation is opened up to answer the





TABLE XVI

SIGNIFICANCE OF DIFFERENCES OF MEAN TOTAL SCORES ON THE  
AMERICAN COUNCIL ON EDUCATION PSYCHOLOGICAL TESTS (1949)  
BETWEEN RESIDENCE FRESHMEN (1965)  
AND UNIVERSITY OF ALBERTA  
FRESHMAN NORMS (1961)

	Residence		Norms		t	Signifi- cance Level
	Mean	S.D.	Mean*	S.D.*		
Males	123.34	17.34	115.4	19.29	5.939	.001
Females	123.49	16.29	115.4	19.29	6.583	.001

Residence Males: N = 224

Residence Females: N = 266

Norms (Not Available by Sex) = 1981

\*Individual Faculty Means Only Were Available  
Composite Mean Was Arrived at by Formula:

$$\bar{x} = \frac{1}{N} \sum_{i=1}^K n_i \bar{x}_i$$

$$\text{where } N = \sum_{i=1}^K n_i$$

K = No. of Subsets (Faculties)

$n_i$  = frequency of  $i$ th Subset.

Standard Deviation of the Composite Set Was Computed by Formula:

$$S.D. = \sqrt{\frac{\sum_{i=1}^K n_i s_i^2 + \sum_{i=1}^K n_i d_i^2}{N}}$$

$$\text{where } N = \sum_{i=1}^K n_i, \quad d_i = \bar{x}_i - \bar{x}$$



question, "Why?" It is not, however, the purpose of this thesis to propose solutions to all the problems provoked by the description.

## X. FRATERNITY MEMBERSHIP

Approximately 11.2% of the males and 4.3% of the females living in Residence belonged to a fraternity. This was roughly equivalent to the proportion of fraternity members in the total campus enrollment.

As would be expected, fraternity members tended to come from backgrounds with higher socioeconomic status. About 61% of fraternity males and 57% of fraternity females had fathers in professions or business, compared with only 42% of the nonfraternity males, and 38% of the nonfraternity females. A more specific breakdown of occupational background by fraternity membership is provided in Table XVII.

## XI. SUMMARY

Several major findings concerning the backgrounds of Residence students can be summarized:

1. Returns of the two questionnaires, from which much of the descriptive data were garnered, appeared to be representative responses of Lister Hall students in general, with regard to faculty, although there may have been an overrepresentation of male Physical Education students. The questionnaire respondents were also found to be no different from the nonrespondents with respect to age, or religion, except for an overrepresentation of "Unaffiliated" students in the response group.



TABLE XVII

COMPOSITION OF FRATERNITY MEMBERSHIP OF RESIDENCE STUDENTS  
BY FATHER'S OCCUPATION

Father's Occupation	Males				Females			
	Frat.		Non-Frat.		Frat.		Non-Frat.	
	f	%	f	%				
Professional	13	31.7	70	21.6	7	38.9	76	19.0
Business	12	29.3	67	20.7	3	16.7	75	18.7
Farmer	6	14.6	98	30.2	3	16.7	127	31.7
Skilled	6	14.6	26	8.0	2	11.1	35	8.7
Unskilled	0	0.0	17	5.2	0	0.0	6	1.5
Clerical	1	2.4	8	2.5	1	5.6	10	2.5
Other	3	7.3	38	11.7	2	11.1	72	18.0
TOTAL	41	100.0	324	100.0	18	100.0	401	100.0
AVERAGE		11.2		88.8		4.3		95.7

Males:  $\chi^2 = 19.413$   
d.f. = 7  
F < .01

Females:  $\chi^2 = 6.197$   
d.f. = 6  
NSD





2. The Lister Hall Men's Residence was occupied by a significantly greater proportion of Engineering students, Science students, and Physical Education students, than the rest of the campus, and by a significantly smaller proportion of Commerce and Education students. The proportions of female Residence students in each faculty was not significantly different from corresponding proportions for the rest of the University undergraduate population.

3. Male Residence students were approximately two years younger than the average University of Alberta male, and female Resident students were approximately one year younger than the average University of Alberta female. Freshman students were overrepresented in Lister Hall.

4. Both Residences in the Lister Hall Complex were occupied by a significantly greater proportion of United Church members and a significantly lower proportion of Roman Catholic and "Other" church members than the corresponding proportions for the total campus.

5. Forty percent of Residence students had fathers with professional or business employment. Another thirty percent reported fathers who farmed.

6. Residence students scored significantly above the 1961 University of Alberta norms on the ACE (1949) Psychological Tests.

7. Fraternity membership in Residence was roughly equivalent to membership throughout the University population.



## CHAPTER VI

### THE SOCIAL STRUCTURE

#### I. FORMAL AUTHORITY STRUCTURE

##### General Structure

All physical and administrative aspects involved in the operation of Lister Hall were the responsibility of the Director of Housing and Food Services, who was directly responsible to the University President. Proper conduct of student life in Residence halls was the responsibility of the University Provost who was also directly responsible to the President.

Under the Director of Housing and Food Services were the numerous positions necessary for the smooth functioning of any complex administrative organization. Food services, maintenance, caretaking, maid services, and receptionist services, were the major divisions of labor aside from the Housing Administration itself. Any thorough description of the role these sections of the administration played in overall Residence life goes beyond the purposes of this study and, in any case, would require a complete job analysis of each position. Comment on those positions which were contacted readily by Residence students will be reserved for a later section of this Chapter.

In the main floor suite of each Hall, and responsible to the Provost for discipline within the Residence Complex, resided the





Assistant Dean of Men and the Assistant Dean of Women. During the 1965-66 winter session the incumbents of these positions were both engaged in graduate studies in the Department of Educational Psychology. House Committee Chairmen were directly responsible to these Deans for student conduct on their floor. The Residence Deans possessed the authority to impose fines (for the males) or have students evicted from Residence for misconduct, and, because of this at least potentially punitive role that they played, their interaction with students remained primarily on a formal level. This was especially true of the Men's Residence.

#### House Committees

At the conclusion of the previous winter session, a Floor Chairman and a Vice-Chairman had been chosen by popular ballot on each floor to organize student government on that floor and within the building as a whole for the forthcoming year. The incoming Chairman and the outgoing Chairman for each floor jointly selected, from a list of applicants desiring to return to Residence, those whom they thought would make good House Committee members, based largely on the extent of each student's participation in Residence life during the previous year. The five people so selected, along with the Chairman and the Vice-Chairman, occupied the single rooms on each floor.

Each of the seniors selected for House Committee, as well as being responsible for helping to maintain order on his floor, was assigned additional responsibilities. Positions of Treasurer, Sports



Convenor, Social Convenor, and Publicity Convenor were established on each floor, and the remaining senior performed general duties.

From amongst the four convenors for each area of responsibility a Building Coordinator was elected to organize activities within the Building as a whole. Similarly, a Building Treasurer was elected from amongst the floor Treasurers, and a Building President from amongst the floor Chairmen.

The Floor Chairmen for both Buildings, along with the Residence Deans, met weekly to organize general activities within the Building. The representatives for the other duties met less frequently. The floor Chairmen for each Building also met separately with their Residence Dean to rule on more serious disciplinary cases.

House Committee members paid normal room and board rates and only the Chairmen were remunerated by a stipend of \$200.00 for their work. In order to support Residence functions, a fee of \$5.00 was assessed each Resident at the beginning of the year, \$3.00 of which was assigned to the General Residence Fund, and the remainder to the particular Resident's floor.

### Regulations

Conduct in Residence halls falls under two sets of regulations: (1) those applying to all students enrolled in the University, regarding their conduct on campus, and (2) those applying solely to students living in Residence halls. Most of these two sets of regulations were fairly routine and technical, and only the most basic ones, which were



felt most strongly in students' lives, are outlined here.

1. The University reserved the right to enter student rooms for purposes of maintenance and housekeeping whenever it was felt to be necessary. No right existed for such authorities to enter and search a room for other reasons. Hence, so-called "liquor raids" were illegal, and, in fact, never occurred in Residence.

2. "The use of, bringing in, or having liquor on University premises, including Residences, is strictly prohibited." (Student Housing Brochure, 1966)

3. Women were not permitted in Men's Residence and men were not permitted in Women's Residence beyond the main floor rotunda, except on special occasions. During Varsity Guest Weekend, such visitation was permitted during certain limited hours. Students were thus prevented from entertaining guests of the opposite sex in their rooms, and hence there was no place available in the Complex for members of the opposite sex to be alone together.

4. Gambling was prohibited on campus.

5. Any Resident moving from Residence and hence, breaking his room and board contract with the University, was charged a twenty-day per diem rate penalty. Exceptions to this regulation were made for students withdrawing from University or being married. Failure to pay this penalty resulted in withholding of the student's marks.

6. Female students had evening hour restrictions. Freshman students had to be in Residence by 11:30 each evening except Saturday evening when they were allowed to be out until 2:00 a.m. In addition





to Saturday 2:00 a.m. passes, freshman women received four 1:00 a.m. passes per month, eight 2:00 a.m. passes per year and eight 3:00 a.m. passes per year.

Senior students received automatic 2:00 a.m. leaves on both Friday and Saturday nights and the same number of extra passes as the freshmen. House Committee members, degree holders, and students over twenty-one years of age had automatic 3:00 a.m. leaves every night except Sunday. Upon written permission from parents, women students were granted an unlimited number of overnight passes. Name, address, and telephone number of the host for these "sleep outs" were to be left with the receptionist. A card system was maintained by the receptionist at the information desk for late leaves and overnight passes.

These restrictions on females were not as stringent as they may appear. Investigation by the Residence Dean revealed that the mean number of late leaves (1:00 a.m. or later) for freshman women was fourteen out of a possible forty-six. The mean number of overnight passes for freshman women was six, out of an unlimited number. Although at least some of the female students may not have been able to stay out as late as they desired, their hour restrictions did not appear to be much of a handicap in their social life.

No restrictions were placed upon the hours kept by the male students.



Enforcement Procedures

Different systems were used in the Men's and Women's Buildings for enforcement of regulations. For misbehavior within Residence, women received merely warning from their House Committee, and for staying out of Residence later than regulations permitted, they suffered the loss of late leave privileges. For returning to Residence more than one minute later than the time allowed, loss of late leaves was automatic, and a schedule was drawn up to specify the number of leaves lost for any particular extent of lateness. For misconduct within Women's Residence, warnings were usually sufficient to re-establish acceptable behavior. Expulsion was the ultimate possible penalty and could only be imposed by the Residence Dean. House Committees could recommend other disciplinary action, although this was never necessary during the 1965-66 term.

In the Men's Building a more stringent form of discipline was required. Here, House Committee members could fine any amount up to ten dollars. For more serious infractions of the rules, the Floor Chairmen, meeting with the Residence Dean, could together recommend fines up to twenty-five dollars. Resident Deans could expel students from Residence, and during the 1965-66 term one student was so expelled for entertaining guests of the opposite sex in his room. The majority of punished infractions involved the consumption or possession of alcoholic beverages in Residences, or continually obstreperous behavior.





## II. COMMUNICATION

### Formal Communication

Because of the physical structure of the Lister Hall Complex, formal communication between student government or administration and the student body was a major problem. At no time were Residents all together where they might be dealt with in a face-to-face encounter, and, because of the students' numerous varied commitments, it was almost impossible to gather even a quorum for such a meeting. Hence, practically all formal communication between the administration and the students, or the Building student government and the students, was done by means of written notices distributed by mail, or by continued announcements on the cafeteria intercom system.

Inter-floor communication was a difficulty; student governments on each floor, because they operated independently of the governments on other floors, were often unaware of the type or extent of functions being carried out on other floors. Some floor governments thus provided a great variety of extra-curricular activities, and others only a limited number. Although the weekly meetings of the floor Chairmen were invaluable in facilitating this communication, even this interaction was insufficient to communicate knowledge of the extent of activities being carried on. Meetings of the other convenors were much less frequent and were primarily concerned with activities relating to the Building as a whole, rather than with activities concerning only individual floors. Thus, poor vertical communication between the floors



resulted in the complaint by some students that the student government was an oligarchy, and that individual students really had little to say in the government of the Building.

Horizontal communication on individual floors was also a problem although to a lesser extent. Again there was the problem of assembling all students from a floor for a meeting, for here the only means of communication were notices on the floor bulletin boards or personal contact by House Committee members. It was the separation of the wings by the central portion of the Residences which created this difficulty in communication on floors.

#### Informal Communication

Problems in informal communication stemmed from the same causes as those in formal communications, but here a somewhat more efficient means of dissipation of news existed. Although cliques appeared in the cafeteria, there was still a considerable amount of interfloor communication appearing during meal hours. Other central areas such as the lounges, the Snack Bar, and the area around the Post Office and the tunnel entrances served as congregation points for residents of both Buildings where rumor and gossip were spread.

The kitchenettes and lounges provided the equivalent opportunity for inter-room communication on individual floors. Many floors had definite evening hours when toast and coffee were available at cost price, and this tended to bring people from the floor together and promote floor solidarity.



Thus, although wings and floors often became very closely knit groups, there was difficulty in establishing an overall Residence unity or esprit de corps. The famed "residence spirit" noted in smaller institutions had been replaced by "floor spirit" because of sheer size of the Complex and problems in communication.

### III. INFORMAL SOCIAL RELATIONS

#### Peer Group Formation

Association with other Residents. A number of questions on Questionnaire Number One were designed to determine the basis of peer group formation in Residence. When student indications of the person in their own Building, other than their roommates, with whom they most often associated throughout the year were analyzed, it was found that almost 70% of both males and females named someone else from their own floor, and, for the person of second most frequent association, again about 70% of the females and 63% of the males named someone from their own floor. Tables XVIII to XXI show more details in this specification of peers. Further analysis of the selections showed that approximately 52% of the males and 61% of the females selected students from their own wing as their most frequent associate, and about 50% of the males and 59% of the females selected someone from their own wing as second most frequent associate in Residence. Tables XXII to XXV give a more precise description of this response.

The evidence thus seems to show that propinquity within Residence was a major factor in determining peer group formation.





TABLE XVIII

PEER GROUP FORMATION: PERCENTAGE DISTRIBUTION BY FLOOR  
OF RESIDENCE STUDENT MOST ASSOCIATED WITH  
THROUGHOUT YEAR (MALES)

		Floor of Student Chosen									
		1	2	3	4	5	6	7	8	9	10
Floor of Student Choosing	1	50.0	6.5	2.2	10.9	0.0	8.7	8.7	10.9	2.2	0.0
	2	0.0	78.1	3.1	0.0	12.5	3.1	0.0	3.1	0.0	0.0
	3	0.0	0.0	68.8	6.3	0.0	6.3	6.3	12.6	0.0	0.0
	4	0.0	3.1	9.4	71.9	0.0	0.0	0.0	6.2	3.1	6.2
	5	3.0	0.0	6.1	0.0	75.8	0.0	9.1	6.1	0.0	0.0
	6	0.0	5.7	0.0	5.7	2.8	77.1	2.8	0.0	0.0	5.7
	7	5.4	2.7	5.4	5.4	8.1	2.7	67.6	2.7	0.0	0.0
	8	6.1	0.0	0.0	3.0	3.0	6.1	0.0	81.8	0.0	0.0
	9	3.4	0.0	0.0	3.4	0.0	6.9	0.0	3.4	69.0	13.8
	10	0.0	0.0	2.8	2.8	0.0	11.1	5.6	11.1	8.3	58.3

Mean Percentage Choice of Student From Own Floor = 69.8  
(N = 329)



TABLE XIX

PEER GROUP FORMATION: PERCENTAGE DISTRIBUTION BY FLOOR  
OF RESIDENCE STUDENT SECOND MOST ASSOCIATED WITH  
THROUGHOUT YEAR (MALES)

		Floor of Student Chosen									
		1	2	3	4	5	6	7	8	9	10
Floor of Student Choosing	1	47.4	7.9	2.6	2.6	5.2	2.6	10.5	10.5	2.6	7.9
	2	0.0	71.4	0.0	7.1	0.0	3.6	3.6	3.6	3.6	7.1
	3	0.0	7.1	78.6	7.1	0.0	7.1	0.0	0.0	0.0	0.0
	4	9.7	0.0	3.2	67.7	3.2	0.0	6.5	6.5	0.0	3.2
	5	3.3	0.0	6.7	0.0	66.7	0.0	6.7	13.3	3.3	0.0
	6	0.0	6.2	0.0	3.1	6.2	65.6	6.2	3.1	3.1	6.2
	7	2.9	0.0	8.8	2.9	5.9	5.9	67.6	0.0	2.9	2.9
	8	15.6	0.0	6.2	3.1	3.1	3.1	0.0	65.6	0.0	3.1
	9	10.7	3.6	0.0	7.1	0.0	0.0	3.6	3.6	60.7	10.7
	10	9.7	3.2	6.5	3.2	6.5	3.2	9.7	9.7	6.5	41.9

Mean Percentage Choice of Student From Own Floor = 63.3  
(N = 298)





TABLE XX

PEER GROUP FORMATION: PERCENTAGE DISTRIBUTION BY FLOOR  
OF RESIDENCE STUDENT MOST ASSOCIATED WITH  
THROUGHOUT YEAR (FEMALES)

		Floor of Student Chosen									
		1	2	3	4	5	6	7	8	9	10
Floor of Student Choosing	1	61.4	2.3	4.5	2.3	4.5	9.1	0.0	6.8	4.5	4.5
	2	2.6	84.6	2.6	0.0	0.0	2.6	2.6	0.0	5.1	0.0
	3	2.6	2.6	65.8	2.6	2.6	5.3	0.0	5.3	2.6	10.5
	4	2.3	0.0	0.0	75.0	4.5	4.5	6.8	4.5	0.0	2.3
	5	2.6	2.6	2.6	2.6	69.2	2.6	0.0	5.1	10.2	2.6
	6	11.4	6.8	4.5	4.5	0.0	59.1	2.3	2.3	0.0	9.1
	7	2.3	2.3	0.0	0.0	4.5	0.0	81.8	2.3	6.8	0.0
	8	7.9	0.0	0.0	2.6	7.9	2.6	2.6	68.4	5.3	2.6
	9	7.9	0.0	2.6	5.3	7.9	2.6	2.6	5.3	55.3	10.5
	10	2.4	7.1	4.8	2.4	2.4	2.4	2.4	0.0	7.1	69.0

Mean Percentage Choice of Student From Own Floor = 69.0  
(N = 410)



TABLE XXI

PEER GROUP FORMATION: PERCENTAGE DISTRIBUTION BY FLOOR  
OF RESIDENCE STUDENT OF SECOND MOST ASSOCIATION  
THROUGHOUT YEAR (FEMALES)

		Floor of Student Chosen									
		1	2	3	4	5	6	7	8	9	10
Floor of Student Choosing	1	55.3	7.9	2.6	0.0	2.6	5.3	7.9	5.3	10.5	2.6
	2	2.7	62.2	2.7	5.4	8.1	2.7	2.7	8.1	0.0	5.4
	3	0.0	0.0	76.5	2.9	11.8	2.9	0.0	0.0	5.9	0.0
	4	5.0	5.0	2.5	67.5	5.0	7.5	0.0	2.5	2.5	2.5
	5	5.1	2.6	7.7	2.6	74.4	0.0	5.1	2.6	0.0	0.0
	6	7.7	0.0	7.7	0.0	5.1	66.7	0.0	0.0	10.2	2.6
	7	2.3	4.7	0.0	2.3	2.3	2.3	83.7	2.3	0.0	0.0
	8	8.8	0.0	0.0	0.0	2.9	0.0	2.9	79.4	5.9	0.0
	9	8.1	0.0	2.7	2.7	8.1	0.0	10.8	2.7	56.8	8.1
	10	2.4	0.0	9.8	2.4	7.3	9.8	0.0	0.0	4.9	63.4

Mean Percentage Choice of Student From Own Floor = 68.6  
(N = 382)



TABLE XXII

PERCENTAGE DISTRIBUTION OF WING OF STUDENT  
CHOSEN AS MOST FREQUENT ASSOCIATE BY  
WING OF STUDENT CHOOSING--- MALES

		Wing of Student Chosen			T O T A L S %
		East (10--19)	South (28--39)	West (48--59)	
Wing of Student Choosing	West (48-59)	52.7	24.4	22.9	100.0
	South (28-39)	39.7	45.7	14.6	100.0
	East (10-19)	27.7	15.4	56.9	100.0

(N = 377)

$$\chi^2 = 70.64, \text{ d.f.} = 4, p < .001$$





TABLE XXIII

PERCENTAGE DISTRIBUTION OF WING OF STUDENT  
CHOSEN AS MOST FREQUENT ASSOCIATE BY  
WING OF STUDENT CHOOSING---FEMALES

		Wing of Student Chosen			T O T A L S %
		South (10--19)	West (28--39)	North (48--59)	
Wing of Student Choosing	South (10-19)	66.7	16.7	16.7	100.0
	West (28-39)	22.5	61.6	15.9	100.0
	North (48-59)	26.9	18.6	54.5	100.0

$\chi^2 > 70$ ,      d.f. = 4,      p < .001  
(N = 445)



TABLE XXIV

PERCENTAGE DISTRIBUTION OF WING OF STUDENT  
CHOSEN AS SECOND MOST FREQUENT ASSOCIATE BY  
WING OF STUDENT CHOOSING---MALES

		Wing of Student Chosen			T O T A L S
		East (10--19)	South (28--39)	West (48--59)	
Wing of Student Choosing	East (10-10)	61.8	21.4	16.8	100.0
	South (28-39)	32.8	44.0	23.3	100.0
	West (48-59)	39.8	14.4	45.8	100.0

$\chi^2 = 57.3$ ,      d.f. = 4,      p < .001  
(N = 377)





TABLE XXV

PERCENTAGE DISTRIBUTION OF WING OF STUDENT  
CHOSEN AS SECOND MOST FREQUENT ASSOCIATE BY  
WING OF STUDENT CHOOSING---FEMALES

		Wing of Student Chosen			T O T A L S %
		South (10--19)	West (28--39)	North (48--59)	
Wing of Student Choosing	South (10-19)	65.6	16.6	17.8	100.0
	West (28-39)	23.9	59.4	16.7	100.0
	North (48-59)	33.1	14.5	52.4	100.0

$$\chi^2 > 70,$$

$$(N = 445)$$

$$d.f. = 4,$$

$$p < .001$$



That this was so was further confirmed by considering the figures for the selection of most frequent eating companion, and here, male-female patterns differ. About 14% of the males reported eating their evening meal with people from their own wing, while 35% reported eating with people from their own floor. Twenty-eight per cent of females reported eating with fellow wing members but only 15% with fellow floor members. Although these figures undoubtedly overlap to some extent, it is interesting to note that female eating cliques centered more around wing and less around floor than the male cliques. Table XXVI shows these data in more detail.

Association with nonresidents. As might be expected, Residence male freshmen associated less with nonresidence male students than did Residence male seniors. About 78% of male Residents in their third and fourth years associated with members of the same sex living outside of Residence weekly or more often, apart from classes, while only about 54% of freshman male Residents associated in this way. The same pattern did not appear for the females however, and it is difficult to determine the nature of the pattern that did emerge. Table XXVII shows the percentage distribution of this association by year of studies and by sex.

For both sexes, fraternity members associated appreciably more often with nonresidence students than did nonfraternity members. Actual percentages for the association of fraternity members are also recorded in Table XXVII.

Cafeteria cliques. Throughout the year various groups of students



TABLE XXVI

MOST FREQUENT EATING COMPANIONS  
(PERCENTAGES)

Most Frequent Eating Companions	Males %	Females %
Roommate	13.9	20.7
People From Own Wing	13.5	28.5
People From Own Floor	35.0	14.8
Member of Opposite Sex	9.2	8.6
Wide Variety	28.4	27.4
TOTAL	100.0	100.0





TABLE XXVII

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PERCENTAGE FREQUENCY OF ASSOCIATION WITH MEMBERS  
OF SAME SEX LIVING OUTSIDE OF RESIDENCE  
(APART FROM CLASSES)

## MALES:

Frequency of Association	Year of Studies					Fraternity	
	Total	1	2	3	4	Yes	No
Once or Twice/Year	14.2	17.7	16.2	5.3	11.1	2.4	15.7
Monthly	21.0	28.6	18.0	15.8	11.1	12.2	22.1
Weekly	33.6	32.0	28.8	38.6	40.0	34.1	33.5
Almost Every Day	31.2	21.8	36.9	40.4	37.8	51.2	28.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

For Year of Studies:  $\chi^2 = 21.563$  d.f. = 9 p .02  
 For Fraternity Membership:  $\chi^2 = 12.137$  d.f. = 3 p .02

## FEMALES:

Frequency of Association	Year of Studies					Fraternity	
	Total	1	2	3	4	Yes	No
Once or Twice/Year	15.0	12.9	18.5	10.0	14.3	10.0	15.2
Monthly	21.1	25.8	16.6	12.5	28.6	0.0	22.1
Weekly	34.0	37.3	24.2	47.5	42.9	35.0	34.0
Almost Every Day	29.9	24.0	40.8	30.0	14.3	55.0	28.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

For Year of Studies:  $\chi^2 = 24.729$  d.f. = 9 p < .01  
 For Fraternity Membership:  $\chi^2 = 9.168$  d.f. = 3 p < .05



habitually sat together, and in the same place in the cafeteria, during their evening meal, or on Sundays during the noon meal. These patterns appeared to a lesser extent at breakfast and lunch because of the varied timetables of the students. Figure 3 shows a rough seating plan of the various cliques that emerged. Although this pattern was certainly not rigidly adhered to, its general nature could easily be recognized by the end of the year.

Two of the earliest cliques to emerge were those of the staff and Deans, and of the House Committee members. Both cliques formed where they had formed in the previous year, in a situation that commanded a view of all people leaving the food serverly area and entering the main part of the cafeteria.

Early in the year a small group of senior off-campus Engineering students occupied a small round table near the exit from the food serverly in order to survey the freshman Residence females for a potential Engineering Queen candidate. Even after the selection of the candidate the group continued to return to the same place in the cafeteria, and did so until the end of the year.

The eight special female students from Uganda integrated fairly well with the rest of the student body, although there was one area near the windows where they commonly sat. The other foreign students in Residence tended to sit near the exit under the low portion of the ceiling in the cafeteria. Very few female students sat under this low canopy which overhung about a fifth of the total cafeteria.

Two separate dining areas emerged for fraternity males and their





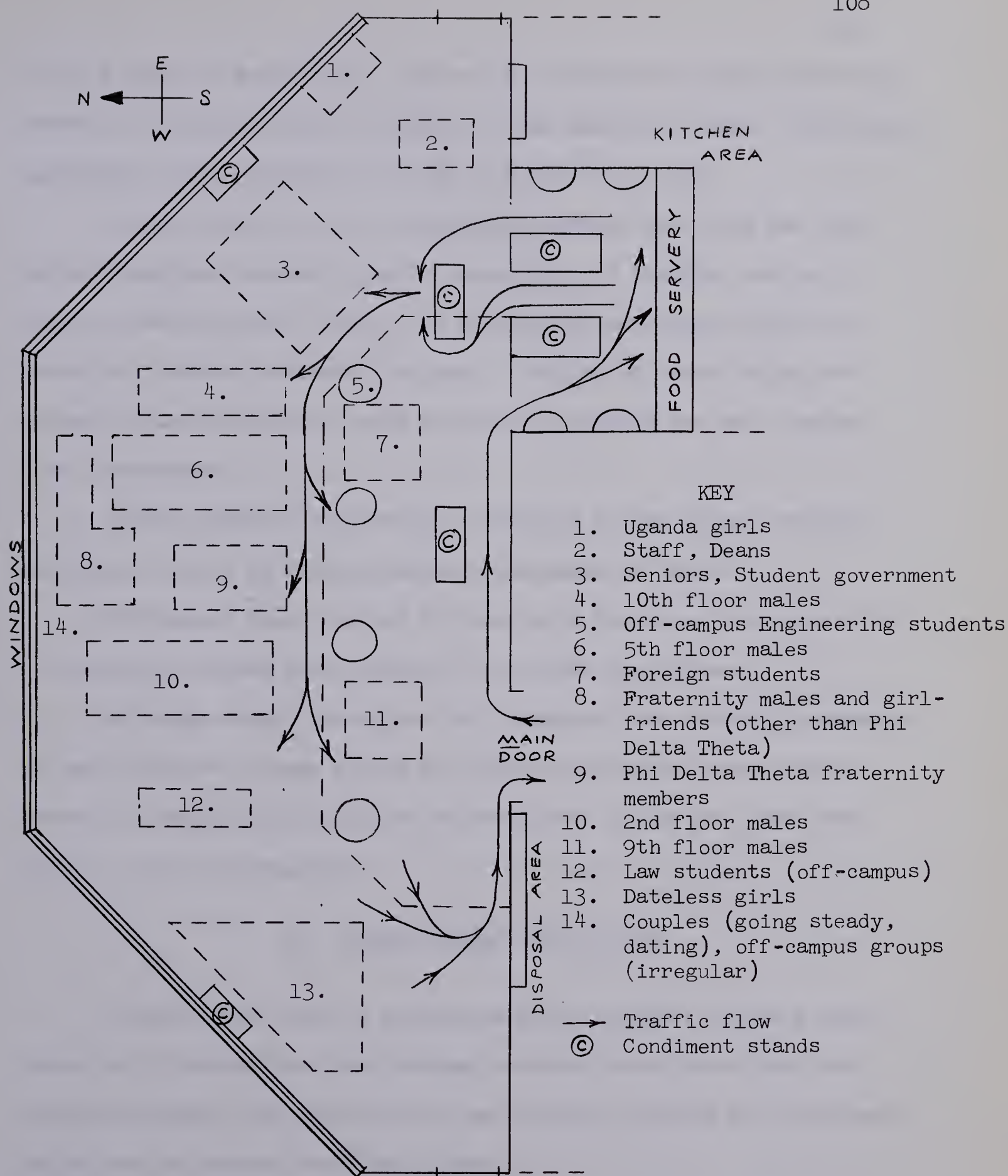


FIGURE 3  
 COMMON DINNER CLIQUES IN  
 LISTER HALL MAIN CAFETERIA



close friends of both sexes. Members of the Phi Delta Theta fraternity tended to group together by themselves, and members of other fraternities (primarily Delta Kappa Epsilon) sat in a different area.

At the west end of the cafeteria, farthest away from the food server and most isolated from the heavy flow of traffic, sat girls who were eating supper alone or in groups--and especially girls who dated very seldom throughout the year. Couples who were dating for supper or who were going steady most often occupied the small tables near the windows.

Other cafeteria cliques were primarily floors of male students. Seldom did floors of female students congregate for meals.

Off-campus diners tended to distribute themselves throughout the cafeteria but showed some tendency to sit near the windows.

Although tables throughout the cafeteria were originally arranged in small clusters, large groups of students wanting to sit together pushed the tables into long rows so that later in the year they were left in such an arrangement.

#### IV. STAFF-STUDENT INTERACTIONS

Certain staff were in a position which involved frequent interaction with students and the informal patterns which arose from this interaction were often important in maintaining pleasant and functional relationships between staff and students.

Receptionists were employed for the information desks in each Building for 24 hours a day, and these receptionists came into constant





contact with the students as they passed through the main doors of the Residences. Female receptionists were employed for the information desks with the exception of the evening shift in the Men's Building for which a night watchman was employed, and of the frequent availability of the Men's Residence Building Manager--a senior student whose close contact with the administration and separation from disciplinary functions made him a key liaison between students and administration. Although this position involved primarily administrative duties associated with the Men's Building, the incumbent, through his knowledge of administrative procedures in the Complex and his close association with students, was an excellent source of information about various aspects of Residence Hall life.

The receptionists in the Women's Building played a somewhat more important role in the lives of the students than did the ones in the Men's Building, however, for in the Women's Residence the evening receptionists were responsible for checking students in and out of the Building. Frequently--and particularly in the late evening or early morning hours--female students would chat alone or in small groups with these receptionists, thus using them, in a sense, as informal counselors. The late night receptionists also at times would allow female students to come in without penalty at times later than they were usually allowed. This practice was not formally sanctioned and even informally it was frowned upon by many of the Residents on the grounds that it promoted favoritism. Still, the practice was carried out to some extent--more commonly for minor infractions than major ones.





Similar interaction sometimes occurred with the maids. Maids often performed small tasks for favored students (particularly the males) which were beyond their specified duties (for example, waking the students in the morning, making their beds, etcetera). Maids (and other caretaking and maintenance staff) also invariably failed to report obvious infractions of liquor regulations. This was part of the more general unofficial acceptance on the part of the staff of the inevitability of liquor consumption in the Residences, and failure to report infractions of the regulations was necessary to avoid being branded as an "informer" and thus losing the trust and general friendliness of most of the students. Staff behavior and attitudes in this respect closely resembled those of House Committee members.

These were the major forms of unofficial staff-student interaction. Regulations against giving students extra servings or larger than average servings in the cafeteria were stringently adhered to and about the only form of rule infraction in the cafeteria consisted in allowing students entrance to the cafeteria several minutes after official closing. Interactions with all other staff were primarily of a formal nature.

#### IV. STUDENT EMPLOYMENT

Housing and Food Services officials were eager to hire Residence students as part-time employees because of their ready accessibility. The general difficulty in obtaining such employees reflects the general affluence of students residing in the Complex.



Throughout the term only about 18 Residence students were employed within the Complex. One served as a mail clerk, another controlled luggage storage and the remainder worked at the steam tables, as meal-card checkers, or as waiters during meals or in the Snack Bar in the evening. Because of the lack of available help from within Residence, Food Services found it necessary to hire approximately a dozen high school students for part-time jobs.



## CHAPTER VII

### ACTIVITIES

#### I. INDIVIDUAL ROLE BEHAVIOR

Investigation was carried out regarding certain of the more common individual activities of Residence students, as contrasted with collective activities. Although only a few of the major activities which defined their roles as college students were considered, these will be discussed in this section.

##### Study Habits

Male Residence students studied an average of 19.86 hours per week and female Residence students an average of 18.98 hours per week during the winter session. Reported amount of study ranged from no studying to about 70 hours per week, and the standard deviation for hours of study was expectedly high. There appeared to be no relationship between Grade XII average--a good predictor of academic success at the University of Alberta--and reported hours of study.

Although no statistical tests of significance were carried out, it would appear that males in Engineering, Medicine, Science, and Pharmacy, put in the most hours of studying, and those in Physical Education, Arts, and Commerce the least. For women, students of Pharmacy, Nursing, and Rehabilitation Medicine appeared to study the greatest number of hours, and students of Physical Education, Dental Hygiene, and Education the least. Mean hours of study by faculty are reported in Table XXVIII.





TABLE XXVIII

## MEAN HOURS OF STUDY--BY FACULTY AND SEX

Faculty	Males		Females		N	
	Mean	S.D.	Mean	S.D.	M	F
Agriculture	18.15	10.04	---	---	26	--
Arts	16.94	10.02	18.64	10.05	48	97
Dentistry	17.88	5.95	---	---	8	--
Dental Hygiene	---	---	15.00	6.87	--	8
Education	19.47	11.24	18.21	8.94	53	184
Engineering	22.06	11.38	---	---	77	--
Household Economics	---	---	18.28	9.11	--	25
Medicine	22.00	4.69	---	---	8	--
Nursing	---	---	23.22	9.93	--	23
Physical Education	16.00	7.52	14.33	4.89	23	15
Rehabilitation Medicine	---	---	22.86	6.73	--	28
Science	21.24	10.86	19.77	10.55	94	40
Commerce	17.15	9.16	---	---	26	--
Pharmacy	21.00	5.79	23.94	9.36	9	17
TOTAL	19.86	10.62	18.98	9.43	372	437



Table XXIX indicates the place of most frequent study for Residence students. The majority of both males and females reported studying in their own rooms. For males, the next most frequent places of study were rooms in other University buildings, and the majority of this number were students in the Faculties of Science and Agriculture. About 26% of the Residence males who studied in Cameron Library were in Science, another 19% in Engineering and the other major proportions in Arts and Commerce. The majority of males studying in the Education Library were Education students. Cameron and Education Libraries were the second most frequent places of study for Residence females after their own rooms. Of those females who studied in Cameron Library, about 30% were in the Faculty of Arts while of those who studied in the Education Library, over 75% were enrolled in the Faculty of Education.

Although the numbers of Residence students studying in University libraries were small, the easily observable differences in atmosphere of the two main libraries was at least partially reflected by the different faculty representation of Residence people who studied there.

### Reading Habits

Criticism is often levelled at the reading habits of college students by faculty and administration who feel that students read far too little, and far too narrowly. Few studies have undertaken empirically to confirm or refute these claims, and hence the extent and nature of college reading habits is largely unreported. The questionnaires



TABLE XXIX

PLACE OF MOST FREQUENT STUDY  
(PERCENTAGE)

Location	Males %	Females %
Own Room	64.6	53.6
Cameron Library	11.5	13.6
Education Library	4.0	11.2
Rutherford Library	2.9	5.9
Room in Other Univ. Bldg.	12.2	9.8
Residence Library	4.8	5.9
TOTAL	100.0	100.0

Males: (N = 373)

Females: (N = 440)





employed in this study provided a small amount of basic information on this topic.

Approximately 73% of male Residence students and 75% of female Residence students reported reading 5 or less "free-reading" books (books beyond course requirements) between September, 1965 and March, 1966. About 4% of the males and 3% of the females reported reading over 25 books during the specified period. Further breakdown of the number of books read is provided in Table XXX. These percentages may be looked upon as either despicable or commendable depending upon one's point of view. Presumably college students are involved in a considerable amount of academic work which does not leave them either the time or the inclination to engage in further intellectual pursuits. Still, it might be questioned whether college students will truly read more when out of college, or whether their academic work serves simply as a rationalization for their behavior. Table XXXI provides a breakdown by faculty of the number of books read. From this Table, the nature of the individuals who read the most books is unclear. It is not evident from the data whether members of the theoretical rather than applied disciplines read more than others, nor whether members of faculties with high entrance standards read more than others. The relationship is apparently more sophisticated than a simple analysis of this sort reveals.

Further analysis of reading habits was carried out by asking students how frequently they read The Edmonton Journal and which sections (from a limited list of categories) they read first. Nearly



TABLE XXX  
 NUMBER OF "FREE-READING" BOOKS (BOOKS BEYOND  
 COURSE REQUIREMENTS) READ BETWEEN  
 SEPTEMBER 1965 AND MARCH 1966  
 (PERCENTAGES)

Number of Books	Males %	Females %
None	21.8	19.8
1 - 5	52.0	55.2
6 - 10	13.8	10.6
11 - 15	5.6	7.4
16 - 20	2.1	3.4
21 - 25	0.8	0.7
Over 25	3.9	2.9

Males: (N = 377)  
 Females: (N = 444)



TABLE XXXI

NUMBER OF FREE READING BOOKS READ--BY FACULTY  
(PERCENTAGES)

Faculty	Number of Free Reading Books													
	None		1-5		6-10		11-15		16-20		21-25		Over 25	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Agriculture	25.8	0.0	61.3	100.0	3.2	0.0	3.2	0.0	3.2	0.0	0.0	0.0	3.2	0.0
Arts	12.5	15.5	50.0	58.8	16.7	12.4	8.3	8.2	4.2	3.1	2.1	1.0	6.3	1.0
Dental Sciences	25.0	20.0	62.5	50.0	12.5	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	20.0
Education	24.5	15.8	49.1	57.1	11.3	14.7	9.4	6.0	1.9	3.3	1.9	0.5	1.9	2.7
Engineering	29.9	---	49.4	---	13.0	---	3.9	---	0.0	---	0.0	---	3.9	---
Household Economics	---	26.9	---	57.7	---	0.0	---	15.4	---	0.0	---	0.0	---	0.0
Medical Sciences	12.5	31.0	25.0	48.3	37.5	0.0	25.0	13.8	0.0	0.0	0.0	0.0	0.0	6.9
Physical Education	21.7	33.3	60.9	46.7	13.0	6.7	0.0	6.7	0.0	6.7	0.0	0.0	4.3	0.0
Science	14.9	20.0	50.0	52.5	19.1	10.0	5.3	5.0	4.3	5.0	0.0	2.5	6.4	5.0
Other	28.6	32.6	60.0	46.5	5.7	7.0	2.9	4.7	0.0	7.0	2.9	0.0	0.0	2.3

Males: (N = 377)  
Females: (N = 445)





two-thirds of the males read The Journal daily while only 42% of the females did so, and almost 19% of the females reported practically never reading The Journal. Table XXXII shows the percentage distribution of frequency with which males and females read The Journal.

Of those who did read The Edmonton Journal, Table XXXIII shows that over 65% of the males read the News first, and 24% read the Sports first. (A considerable proportion of these latter were Physical Education students.) About 52% of the females read the News first, and another 32% read the Women's Page first. These patterns reflect the normal differences in sexual identification which would be expected in North American society.

As with "free-reading" books, it is difficult to discern patterns in who reads the newspaper and who does not. Table XXXIV provides a faculty breakdown of newspaper reading frequency, but again no clear patterns are evident.

#### Radio, Television, and Music Consumption

Over 48% of male Residence students chose CJCA as their favorite radio station and over 57% chose "popular" music as their favorite kind of music. (Unfortunately, the questionnaire did not distinguish between "easy listening" and "rock and roll" music and thus interpretation of music preference by respondents must remain somewhat incomplete.) Sixty-four per cent of the male students reported preferences for stations which featured almost exclusively "rock and roll" music (i.e. CJCA and CHED). Less than 5% of the males listed stations featuring "classical" music (i.e. classical in the common usage of the term



TABLE XXXII

FREQUENCY OF READING THE EDMONTON JOURNAL  
(PERCENTAGES)

Frequency	Males %	Females %
Daily	66.1	41.7
Weekly	23.6	30.4
Monthly	3.5	9.2
Practically Never	6.8	18.7
TOTAL	100.0	100.0

Males: (N = 369)

Females: (N = 444)



TABLE XXXIII

SECTION OF THE EDMONTON JOURNAL READ FIRST <sup>a</sup>  
(PERCENTAGES)

Section	Males %	Females %
News	65.8	51.9
Sports	23.8	4.8
Editorials	2.7	3.0
Comics	7.7	8.7
Women's Page	0.0	31.7
TOTAL	100.0	100.0

(a This is a Limited Category Forced-Choice Question)

Males: (N = 374)

Females: (N = 439)





TABLE XXXIV

FREQUENCY OF READING THE EDMONTON JOURNAL  
(PERCENTAGES)  
BY FACULTY

Faculty	Daily		Weekly		Monthly		Practically Never	
	M	F	M	F	M	F	M	F
Agriculture	64.5	0.0	16.1	0.0	6.5	0.0	12.9	100.0
Arts	75.0	38.1	20.8	32.0	0.0	8.2	4.2	21.6
Dental Sciences	62.5	40.0	12.5	40.0	12.5	0.0	12.5	20.0
Education	75.5	47.3	15.1	29.9	3.8	9.2	5.7	13.6
Engineering	63.6	---	27.3	---	2.6	---	6.5	---
Household Economics	---	50.0	---	19.2	---	11.5	---	19.2
Medical Sciences	87.5	17.2	0.0	41.4	0.0	3.4	12.5	37.9
Physical Education	47.8	40.0	34.8	20.0	0.0	6.7	17.4	33.3
Science	70.2	45.0	21.3	35.0	5.3	5.0	3.2	15.0
Other	51.4	37.2	40.0	25.6	2.9	20.9	5.7	16.3

Males: (N = 377)

Females: (N = 445)



rather than its more restricted musicological usage) as their favorite, although almost 16% said that "classical music" was their favorite type of music.

Residence females exhibited a somewhat more sophisticated and mature taste in their listening habits. Only 42% chose the two "rock and roll" stations as their favorites, but still only a little over 6% of them listed "classical music" stations (CBXA and CKUA) as their favorites. Thirty-three per cent of the females, however, reported preferring "classical music", and only slightly more than 37% reported preferring popular music. The favorite station for the women, however, was CHQT--a station featuring light classical and "easy listening" types of music. Table XXXV shows more details of radio and music preferences.

Male preference for the "rock and roll" stations seems to indicate either lack of interest in the "easy listening" music which the females preferred, or perhaps somewhat less maturity and sophistication. Although there were probably reasons for radio station preferences other than merely the type of music played, less mature music interests on the part of the males undoubtedly played a part in determining the type of music that they preferred. That this latter point was at least partially true is indicated by Tables XXXVI to XLIII. This series of Tables indicates that for both males and females a greater proportion of younger students listen to the "rock and roll" stations than to other stations and state preferences for popular music more often than for other types of music. If looked at slightly differently, it can be seen that students who listened to the "rock and roll" stations and



TABLE XXXV

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COMPARISON OF MALE-FEMALE RADIO  
AND MUSIC PREFERENCES  
(PERCENTAGE CHOOSING  
AS FAVORITE)

Radio Station	Male %	Female %
CJCA	48.5	31.7
CHED	15.6	10.6
CHQT	20.4	42.2
CBXA	2.7	1.1
CKUA	2.1	5.2
CFRN	8.7	7.2
Other	1.9	2.0
TOTAL	100.0	100.0
Type of Music	Male %	Female %
Classical	15.6	33.0
Popular	57.3	37.3
Western	3.4	2.0
Jazz	4.2	4.5
Folk Music	19.5	23.2
TOTAL	100.0	100.0

a No Distinction Made Between "Easy Listening" and  
"Rock and Roll"

Males: (N = 377)

Females: (N = 445)





TABLE XXXVI

FAVORITE RADIO STATION BY AGE--MALES  
(PERCENTAGES)

Favorite Station	Total %	Age in Years									
		16	17	18	19	20	21	22	23	24	
CJCA	45.5	33.3 <sup>a</sup>	55.6 <sup>a</sup>	57.3	43.0	44.7	38.6	23.5	16.7 <sup>a</sup>	0.0 <sup>a</sup>	
CHED	17.1	33.3	0.0	17.7	24.7	18.4	6.8	5.9	0.0	0.0	
CHQT	21.2	0.0	0.0	16.7	20.4	17.1	34.1	35.3	50.0	100.0	
CBXA	2.9	0.0	11.1	3.1	2.2	1.3	2.3	11.8	0.0	0.0	
CKUA	2.3	0.0	33.3	1.0	3.2	0.0	2.3	0.0	0.0	0.0	
C CFRN	9.0	33.3	0.0	1.0	5.4	17.1	15.9	11.8	33.3	0.0	
Other	2.0	0.0	0.0	3.1	1.1	1.3	0.0	11.8	0.0	0.0	

a Column Frequency Less Than 10  
(N = 345)



TABLE XXXVII

AGE DISTRIBUTION OF LISTENERS FOR EACH RADIO STATION  
 --MALES (PERCENTAGES)

Age (Years)	CJCA	CHED	CHQT	CBXA	CKUA	CFRN	OTHER
16	0.6	1.7	0.0	0.0	0.0 <sup>a</sup>	3.2	0.0 <sup>a</sup>
17	3.2	0.0	0.0	10.0	37.5	0.0	0.0
18	35.0	28.8	21.9	30.0	12.5	3.2	42.9
19	25.5	39.0	26.0	20.0	37.5	16.1	14.3
20	21.7	23.7	17.8	10.0	0.0	41.9	14.3
21	10.8	5.1	20.5	10.0	12.5	22.6	0.0
22	2.5	1.7	8.2	20.0	0.0	6.5	28.6
23	0.6	0.0	4.1	0.0	0.0	6.5	0.0
24	0.0	0.0	1.4	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

a Column Frequency Less Than 10.  
 (N = 345)



TABLE XXXVIII

FAVORITE RADIO STATION BY AGE--FEMALES  
(PERCENTAGES)

Favorite Station	Total %	Age In Years						
		17	18	19	20	21	22	23
CJCA	29.0	26.1	38.0	26.8	17.3	0.0	0.0 <sup>a</sup>	0.0 <sup>a</sup>
CHED	11.0	13.0	12.3	10.7	7.7	9.1	0.0	0.0
CHQT	43.8	34.8	38.6	48.2	42.3	72.7	66.7	100.0
CBXA	1.2	0.0	1.2	0.0	3.8	0.0	33.3	0.0
CKUA	5.4	13.0	3.5	5.4	7.7	9.1	0.0	0.0
CFRN	7.5	8.7	5.8	6.5	15.4	9.1	0.0	0.0
Other	2.1	4.3	0.6	2.4	5.8	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

a Column Frequency Less Than 10  
(N = 429)





TABLE XXXIX

AGE DISTRIBUTION OF LISTENERS FOR EACH  
RADIO STATION--FEMALES  
(PERCENTAGES)

Age (Years)	CJCA	CHED	CHQT	CBXA	CKUA	CFRN	Other
17	4.8	6.4	4.3	0.0 <sup>a</sup>	13.0	6.3	11.1 <sup>a</sup>
18	52.0	44.7	35.1	40.0	26.1	31.3	11.1
19	36.0	38.3	43.1	0.0	39.1	34.4	44.4
20	7.2	8.5	11.7	40.0	17.4	25.0	33.3
21	0.0	2.1	4.3	0.0	4.3	3.1	0.0
22	0.0	0.0	1.1	20.0	0.0	0.0	0.0
23	0.0	0.0	0.5	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

a Column Frequency Less Than 10  
(N = 429)



TABLE XL

MOST PREFERRED TYPE OF MUSIC BY AGE--MALES  
(PERCENTAGES)

Favorite Type of Music	Age In Years									
	Total	16	17	18	19	20	21	22	23	24
Classical	14.0	0.0 <sup>a</sup>	11.1 <sup>a</sup>	8.8	15.6	13.8	18.4	25.0	16.7 <sup>a</sup>	33.3 <sup>a</sup>
Popular <sup>b</sup>	58.5	66.7	44.4	68.6	59.4	56.3	59.2	18.8	33.3	33.3
Western	3.6	0.0	11.1	2.9	3.1	5.0	0.0	12.5	0.0	0.0
Jazz	4.4	33.3	0.0	3.9	5.2	2.5	4.1	12.5	0.0	0.0
Folk Music	9.5	0.0	33.3	15.7	16.7	22.5	8.4	1.2	0.0	33.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

a Column Frequency Less Than 10

b No Distinction Made Between "Easy Listening" and "Rock and Roll"  
(N = 364)



TABLE XLI

AGE DISTRIBUTION OF PREFERENCES FOR  
EACH MUSIC TYPE--MALES  
(PERCENTAGES)

Age (Years)	Classical	Popular	Western	Jazz	Folk Music
16	0.0	0.9	0.0	6.3	0.0
17	2.0	1.9	7.7	0.0	4.2
18	17.6	32.9	23.1	25.0	22.5
19	29.4	26.8	23.1	31.3	22.5
20	21.6	21.1	30.8	12.5	5.4
21	17.6	13.6	0.0	12.5	2.7
22	7.8	1.4	15.4	12.5	7.0
23	2.0	0.9	0.0	0.0	4.2
24	2.0	0.5	0.0	0.0	1.4
TOTAL	100.0	100.0	100.0	100.0	100.0

$\chi^2 = 37.873,$       d.f. = 32,      NSD  
(N = 364)





TABLE XLII

MOST PREFERRED TYPE OF MUSIC  
BY AGE---FEMALES  
(PERCENTAGES)

Favorite Type of Music	Total	Age in Years						
		17	18	19	20	21	22 <sup>a</sup>	23 <sup>a</sup>
Classical	32.4	26.9	29.9	31.0	45.1	33.3	66.7	100.0
Popular <sup>b</sup>	37.6	38.5	44.3	35.1	27.5	25.0	33.3	0.0
Western	2.0	0.0	1.7	1.7	5.9	0.0	0.0	0.0
Jazz	4.5	3.8	4.0	5.2	5.9	0.0	0.0	0.0
Folk Music	23.4	30.8	20.1	27.0	15.7	41.7	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

a Column Frequencies Less Than 10

b No Distinction Made Between "Easy Listening" and "Rock and Roll"  
(N = 441)



TABLE XLIII

AGE DISTRIBUTION OF PREFERENCES FOR  
EACH MUSIC TYPE--FEMALES  
(PERCENTAGES)

Age (Years)	Classical	Popular	Western	Jazz	Folk Music
17	4.9	6.0	0.0	5.0	7.8
18	36.4	46.4	33.3	35.0	34.0
19	37.8	36.7	33.3	45.0	45.6
20	16.1	8.4	33.4	15.0	7.8
21	2.8	1.8	0.0	0.0	4.9
22	1.4	0.6	0.0	0.0	0.0
23	0.7	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0

$\chi^2 = 22.617$ ,      d.f. = 24,      NSD  
(N = 441)



preferred popular music tended to be overrepresented with younger students. Although Residence males were slightly older chronologically than Residence females, they would be expected, in terms of psychological development, to be somewhat less mature than females, and this was reflected to some extent in their music preferences.

Although usually a group activity, television viewing habits of Residence students will be reported in this section along with the other reported forms of mass communication. Considerable male-female differences existed in television viewing habits in Residence and this is undoubtedly due to the fact that most of the floors in the Men's Residence rented television sets for the year while none of the floors in the Women's Residence did. Almost 70% of the males watched television weekly or more often; less than 17% of the females did so. Table XLIV reports the actual percentage frequencies of television viewing. Table XLV shows that a greater percentage of male Physical Education students watched television daily than did the students of any other faculty. Amongst the males, students of Medicine and Dentistry were the most infrequent viewers.

## II. COLLECTIVE ACTIVITIES

### Formally Arranged Activities

The most frequent formally arranged activity for students was, quite naturally, eating, and here definite patterns were established. One of the ways in which such patterns were evident was in meal attendance.





TABLE XLIV

FREQUENCY OF TELEVISION VIEWING  
(PERCENTAGES)

Frequency of Viewing	Males %	Females %
Daily	11.7	0.5
Several Times/Week	23.3	2.5
Weekly	34.7	13.7
Monthly	10.1	18.0
Practically Never	20.2	65.3
TOTAL	100.0	100.0

Males: (N = 377)

Females: (N = 444)



TABLE XLV

FREQUENCY OF TELEVISION VIEWING--BY FACULTY  
(PERCENTAGES)

Faculty	Frequency of Television Viewing											
	Almost Every Day		Weekly		Monthly		Several Times Per Year		Never			
	M	F	M	F	M	F	M	F	M	F	M	F
Agriculture	3.2	0.0	16.1	100.0	41.9	0.0	6.5	0.0	32.3	0.0		
Arts	14.6	1.0	20.3	3.1	37.5	7.2	10.4	17.5	16.7	72.2		
Dental Sciences	0.0	0.0	0.0	10.0	62.5	0.0	0.0	40.0	37.5	50.0		
Education	13.2	0.5	30.2	2.7	35.8	15.8	9.4	14.0	11.3	62.0		
Engineering	11.7	---	22.1	---	33.8	---	10.4	---	22.1	---		
Household Economics	---	3.8	---	0.0	---	11.5	---	11.5	---	73.1		
Medical Sciences	0.0	0.0	37.5	0.0	0.0	20.7	25.0	17.2	37.5	62.1		
Physical Education	21.7	0.0	26.1	0.0	34.8	20.0	0.0	20.0	17.4	60.0		
Science	11.7	0.0	21.3	5.0	35.1	12.5	13.8	22.5	18.1	60.0		
Other	11.4	0.0	31.4	0.0	25.7	18.6	8.6	9.3	22.9	72.1		

Males: (N = 377)  
 Females: (N = 445)



Meal absenteeism was highest for breakfast--about 900 breakfasts were served daily as compared with approximately 1300 lunches and dinners. (These latter figures, however, included off-campus diners.) As well as varying for individual meals, absenteeism also varied from month to month and thus reflected a certain mood in the Residences and on the overall campus. The months of November and April, during which the first and the final University examinations respectively, were held, showed least meal absenteeism. Months of greatest absenteeism were December, February and March--the former month being immediately before Christmas holidays when academic enthusiasm reached a low ebb and the latter two months being the long period in midwinter between both holidays and examinations. Table XLVI shows the monthly percentage absenteeism of Residence students from meals. Students in Residence missed almost a quarter of their meals, and of these absences, the large majority occurred at breakfast and on weekends.

Socially, a great variety of activities was organized by the House Committees. Over a dozen major functions were sponsored by the governments of the two Buildings throughout the year, beginning with a Residence Frosh Court held early in the year as part of Freshman Introduction Week. The Frosh Court was well handled and attended, and served as a successful beginning for House Committee functions and encouragement to attend future activities. Included in the major functions for the remainder of the year were: a supper dance, a masquerade in October, a Talent Night, a Hawaiian Luau (dinner and dance), a formal Christmas banquet, a formal dance in January to which females invited males, a





TABLE XLVI

TOTAL MONTHLY PERCENTAGE ABSENTEEISM  
OF RESIDENCE STUDENTS FROM MEALS

Month	Percentage Absenteeism
September 1965	24.2
October	23.3
November	20.9
December	29.0
January 1966	24.0
February	27.0
March	27.0
April	20.5
TOTAL	24.5



Residence curling bonspiel, a semiformal dance in March, and three "rock and roll" and two other types of dances dispersed throughout the year.

In addition to these functions sponsored by the Building Complex as a whole, each floor arranged a variety of activities either individually or in conjunction with other floors. Typical functions included toboggan parties, wiener roasts, coffee and record parties in one of the lounges, curling parties, bowling parties, skating parties (in either the University Arena or on the outdoor rink about a block away from the Residences in the Windsor Park area), "stag parties" for the males (off-campus), and pyjama and hot chocolate parties for the females.

The Women's Residence also organized a "big sister" system wherein each freshman female Resident was assigned a senior student as a "big sister" to help her become oriented to Residence and University life.

Roughly the same collection of people throughout the year participated in Residence functions. No attempt was made, however, in this investigation to distinguish those who attended from those who did not, for it was felt that there would be no simple pragmatic criterion by which to make such distinctions, and in any case, the natures of the functions were quite diverse.

### Informal Activities

More intimately related to the personal lives of the Residence students than these formal functions were the informal gatherings and activities which occurred throughout the year.



One sort of informal activity previously pointed out was the clique formation during meals. Because of the long meal hours, the students could spend any time up to two hours dining and chatting with their peers, and a considerable number regularly spent close to this length of time.

The Snack Bar did its largest business in the evenings between the hours of 10:30 and 11:30 p.m. when students came in for late evening coffee or snacks. Some students used the Snack Bar almost every evening, others practically never, and it was generally the same groups of people who habitually frequented it. Common groups included House Committee members, couples dating, and groups from floors or wings from the Men's Building. Seldom did lone females or groups of females frequent the Snack Bar. The lounges near the Snack Bar were also busiest in the evening hours, generally for a longer period than the Snack Bar itself. Immediately after dinner, some of the students would retire to these lounges to watch television, play ping pong, or relax with their girlfriends or boyfriends, and each of the lounges quite quickly developed a characteristic usage.

The lounge with the ping pong tables was used primarily for the activity for which it was most obviously suited. The small lounge nearest the main front exit of Lister Hall was used primarily for visiting and "necking" with girlfriends and boyfriends. Even on the busiest evenings couples casually ignored others present and devoted their attention to their companions. The television lounge was also used largely by couples to watch television and to "neck."





Use of lounges for "necking" created a minor disciplinary problem during the previous (1964-65) session. At that time, lights in lounges could be switched off by the occupants of the room, and when couples became bolder as the year progressed, all lights were eventually extinguished. When House Committees and Administration insisted on a greater degree of propriety, students became quite indignant, insisting that they needed the lounges for exchanging intimacies as there was no other place to do so. The issue was "solved" by installing permanent lighting equipment which could not be switched off by the students, and it was in this form in the 1965-66 session. The whole problem, however, reflected the lack of recognition on the part of University authorities of the behavior patterns deemed acceptable by contemporary youth, and even a disregard for the normal attraction between members of the opposite sex. Since no inter-room visiting was permitted and no rooms were available where students could be alone together, students wishing to engage in intimacies with the opposite sex had no place to go, and as a result, the lounges became the obvious centers for such activities. The inevitability of such behavior seemed to be ignored in the construction of the Complex and the policies of the Administration.

A similar pattern of behavior occurred when female students returned from dates. Since males were not permitted inside the Women's Residence after 11:30 p.m., couples took their leave just inside (and in warm weather, just outside) the front doors of the Women's Building. Every night at 11:30 p.m., and on weekends at 1:00 a.m., 2:00 a.m., and



3:00 a.m., this area became very busy, and, at times, even crowded.

The area hence became known to Residence students as the "passion pit."

The music rooms also became popular places for group congregation and often on Sundays after the noon meal, or on other days during the evenings, students would gather there for singsongs.

Informal group activities were very prevalent within each of the Residences. Students would gather in rooms in the evening after dinner to chat, read the newspaper, play cards, etcetera before proceeding with the evening's activities, and again around 10:00 p.m., or later, groups would congregate for coffee in the kitchenettes, in rooms for general discussions or bull sessions, or, for the males, in the floor lounge to watch television. Table XLVII shows that about 80% of both sexes engaged in such discussions weekly or more often. Topics in such discussions most commonly included Residence life, members of the opposite sex, courses, and philosophical or moral issues. Women also talked about fashions and clothes, and males about sports and cars. Room parties were common in the Men's Building on weekends.

During these late evening discussions it was a very common practice to order food from one of the various establishments offering delivery service. Pizza, fried chicken, hamburgers, and various beverages were the common fare. Students on one typical floor of the Men's Residence recorded the extent of this "ordering-out" and reported the expenditure of approximately \$400.00 during the month of February--not an atypical month. This amounts to an average of \$6.78 per month per student. Female students "ordered-out" somewhat less frequently.





TABLE XLVII

FREQUENCY OF ENGAGEMENT IN DISCUSSIONS  
OR "BULL SESSIONS" IN RESIDENCE  
(PERCENTAGES)

Frequency of Discussions	Males %	Females %
Almost Every Day	38.4	34.7
Weekly	42.7	46.9
Monthly	8.5	8.0
Several Times/Year	9.0	9.0
Never	1.4	1.4
TOTAL	100.0	100.0

Males: (N = 365)

Females: (N = 435)





### III. DATING

Although types of heterosexual interaction other than dating certainly occurred within Residence, and, in fact, were even promoted by the communal setting, dating remained the major form of heterosexual interaction for Residence students.

#### Dating Frequencies

Very definite differences appeared between the dating frequency patterns of males and females, fraternity and nonfraternity members, and among different age groups. Table XLVIII shows that male students--and particularly younger male students--dated less frequently than did female students. Only 11% of 18 year old Residence males reported dating "several times per week" while 35% of the 22 year old males did so. In contrast, 36% of the 18 year old Residence females dated this often, as did 67% of the 22 year old Residence females. In total, 74% of the females in Residence dated weekly or more often as contrasted with only 56% of the males. Seven per cent of the men reported that they never dated while only 2% of the females so reported.

These differences are to be expected, however, since courting tradition favors the male being older than the female. Thus the only people available for freshman males to date acceptably were freshman females, and the latter were available to (and apparently usually preferred) older students (or nonstudents). Thus, the dating market for male freshman students was relatively bleak and was reflected in a relative scarcity of dating. Although dating for senior males would,



TABLE XLVIII

DATING FREQUENCY BY AGE AND BY  
FRATERNITY MEMBERSHIP  
(PERCENTAGES)

Frequency of Dating	Age In Years On January 1st, 1966										Fraternity Membership		Total
	16	17	18	19	20	21	22	23	24	25	26	27	
Never	0	11 <sup>a</sup>	7	7	8	2	0	33 <sup>a</sup>	0	2	8		7
Once or Twice/Year	50 <sup>a</sup>	33 <sup>a</sup>	16	8	10	12	6	0	0	2	13		12
Once/Month	0	22 <sup>a</sup>	32	24	23	20	18	17 <sup>a</sup>	33 <sup>a</sup>	12	26		25
Once/Week	0	22 <sup>a</sup>	31	32	28	35	18	33 <sup>a</sup>	67 <sup>a</sup>	44	28		30
Several/Week	50 <sup>a</sup>	11 <sup>a</sup>	11	21	27	18	35	7 <sup>a</sup>	0	25	19		20
Almost Every Day	0	0	3	8	4	12	23	0	0	15	6		6
Females													
Never	0	4	1	2	2	0	0	0	0	0	2		2
Once or Twice/Year	0	4	8	7	6	0	0	0	0	0	7		7
Once/Month	0	31	21	11	15	15	33 <sup>a</sup>	0	0	0	17		17
Once/Week	0	27	28	19	30	16	0	100 <sup>a</sup>	0	10	25		24
Several/Week	0	23	36	48	36	46	67 <sup>a</sup>	0	0	65	39		40
Almost Every Day	0	11	6	13	11	23	0	0	0	25	10		10

<sup>a</sup> Column Frequency Less Than 10

For Fraternity Membership: Males:

$$\chi^2 = 15.675,$$

d.f. = 5,

$$p < .01$$

Females:

$$\chi^2 = 14.545,$$

d.f. = 5,

$$p < .02$$





obversely, be expected to be better than for senior females, the data do not seem to support this conclusion. Although older male students dated more often than did younger ones, older female students did likewise and by the age of 21 or 22 years, the females certainly did not experience a paucity of dates.

Table XLVIII also indicates that for both sexes fraternity members dated considerably more often than did nonfraternity members. In total, 84% of fraternity males living in Residence dated weekly or more often, as compared with 53% of nonfraternity males. All of the fraternity females living in Residence who responded to the questionnaire reported dating weekly or more frequently, as compared with 74% of nonfraternity Residence females. Again, such differences would be expected, since presumably the major reason for joining fraternities is their social aspects.

There would appear, from considering Table XLIX, to be no discernible relationship between dating frequency while in Residence and Grade XII averages, and hence, to the extent that the latter are predictors of University success, there is apparently no relationship between dating and University success. Both high achieving and low achieving students showed considerable diversity in their dating frequencies.

Frequency of dating for the evening meal in Lister Hall is reported in Table L, and here the male-female differences are less pronounced, suggesting the obvious conclusion that Residence students date other Residence students for these meals. Approximately 32% of





TABLE XLIX

RELATION BETWEEN GRADE XII AVERAGES AND DATING  
FREQUENCY WHILE IN RESIDENCE  
(PERCENTAGES)

Frequency of Dating		Gr. XII Average						
		65	65-70	70-75	75-80	80-85	85-90	90-95
Male	Never	7	5	5	5	10	17	0 <sup>a</sup>
	Once or Twice/Year	10	13	9	10	14	25	0
	Once/Month	26	27	23	30	17	8	0
	Once/Week	30	31	34	20	38	25	50
	Several/Week	22	16	20	22	21	25	50
	Almost Every Day	5	8	9	13	0	0	0
TOTAL		100	100	100	100	100	100	100
$\chi^2 = 21.147,$ (N = 364)		d.f. = 30,		NSD				
Female	Never	2	1	1	2	2	0	0
	Once or Twice/Year	6	5	10	7	7	0	0
	Once/Month	19	11	18	24	12	8	0
	Once/Week	25	27	26	26	21	15	0
	Almost Every Day	9	10	8	15	14	8	
TOTAL		100	100	100	100	100	100	0

$\chi^2 = 20.331,$  d.f. = 25, NSD  
a Column Frequency Less Than 10  
(N = 436)



TABLE L

FREQUENCY OF DATING  
FOR EVENING MEAL

Frequency of Dating	Males %	Females %
Almost Every Evening	7.1	8.1
Once or Twice/Week	8.7	8.8
Once or Twice/Month	16.0	13.0
Once or Twice/year	22.0	30.1
Never	46.2	40.0
TOTAL	100.0	100.0



the males and 30% of the females made dates of this nature monthly or more often.

### Type of Person Dated

It would appear, from response to the questionnaires, that male students were much more restricted in their choice of dates than were females, for almost 48% of the males dated females from Residence most frequently, while only slightly more than 28% of the females dated males from Residence. This again supports the contention that freshman women prefer to date--and do date--senior men. Over 50% of the Residence females dated most frequently with students from out of Residence, while only 30% of Residence males dated most frequently with students from out of Residence. About a fifth of each sex reported dating non-University persons (i.e. working people or high school students). Table LI shows the actual percentages of this distribution. Table LII indicates that older males date more frequently outside of Residence than do younger males, and Table LIII indicates that this is even more true of Residence females.

### Dating Patterns

More active dating behavior and greater involvement on dates on the part of females is also suggested by the fact that merely 35% of the Residence females reported that they "go steady" while only 27% of the males reported that they did so. More males than females dated "several" people, but more females than males dated "many" people. Details of dating patterns are presented in Table LIV. The data in





TABLE LI

TYPE OF PERSON MOST FREQUENTLY  
DATED

Type of Person Dated	Males %	Females %
Other Residence Students	47.8	28.5
Students From Out of Residence	30.1	50.8
Non-University Persons	22.1	20.7
TOTAL	100.0	100.0



TABLE LII

TYPE OF PERSON MOST FREQUENTLY DATED--BY AGE, MALES  
(PERCENTAGES)

Type of Person	Age In Years							
	17 <sup>a</sup>	18	19	20	21	22	23 <sup>a</sup>	24 <sup>a</sup>
Other Residence Students	28.6	50.0	50.5	45.3	45.8	41.2	40.0	66.7
University Students Out of Residence	14.3	23.3	31.9	33.3	35.4	35.3	40.0	33.3
Non-University Persons	57.1	26.7	17.6	21.3	18.8	23.5	20.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

$\chi^2 = 12.260$ , d.f. = 16, NSD  
a Column Frequencies Less Than 10  
(N = 339)



TABLE LIII

TYPE OF PERSON MOST FREQUENTLY DATED--BY AGE, FEMALES  
(PERCENTAGES)

Type of Person	Age in Years						
	17	18	19	20	21	22 <sup>2</sup>	23 <sup>a</sup>
Other Residence Students	44.0	34.3	25.3	13.7	23.1	33.3	0.0
University Students Out of Residence	40.0	45.3	54.7	54.9	76.9	66.7	0.0
Non-University Persons	16.0	20.3	20.0	31.4	0.0	0.0	100.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

$\chi^2 = 23.241$ , d.f. = 12, P < .05

a Column Frequencies Less Than 10

(N = 435)





TABLE LIV

## DATING PATTERNS

Dating Pattern	Males %	Females %
Going Steady	26.6	34.8
Dated Several People	53.6	46.1
Dated Many People	9.2	16.0
No Response	10.6	3.1
TOTAL	100.0	100.0



Table LV seem to indicate that there is no definite relationship between dating patterns and age for men. Although the chi square value for Table LVI is not significantly large, there appears to be a relationship between dating pattern and age for women, for older females report "going steady" slightly more frequently than do the younger ones.

### Types of Dating Activities

Over 30% of the females reported coffee dates as their most frequent type of dating activity and over 25% reported that attending movies was their most frequent activity on dates. Public and University dances, and house or fraternity parties, were engaged in less frequently, and sports events, cultural events, walks, and study dates, were rated by very few female students as most frequent activities. Twenty-two per cent of the women Residents named both movies and coffee dates as being their 3 most frequent types of dates, and 17% named dances as being amongst these three.

Males went on considerably fewer coffee dates than females--only about 16%--while 34% named movies as being their most frequent dating activity--a proportion considerably in excess of that for women. For men, dances, coffee dates, and house parties were of somewhat less importance and as with women, selection of cultural events, sports activities, walks, or study dates as the most frequent dating activity was very infrequent. The same 3 functions that most women named as being amongst their most frequent activities, were also named by the men. Tables LVII and LVIII report these data in more detail.



TABLE LV

DATING PATTERNS BY AGE--MALES  
(PERCENTAGES)

Dating Pattern	Age In Years							
	17 <sup>a</sup>	18	19	20	21	22	23 <sup>a</sup>	24 <sup>a</sup>
Going Steady	0.0	24.5	31.6	28.0	22.4	35.3	33.3	0.0
Dated Several People	88.9	54.9	53.1	54.9	49.0	41.2	50.0	66.7
Dated Many People	0.0	8.8	6.1	6.1	20.4	11.8	0.0	33.3
No Response	11.1	11.8	9.2	11.0	8.2	11.8	16.7	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

$\chi^2 = 25.715$ , d.f. = 24, NSD  
 a Column Frequencies Less Than 10  
 (N = 369)





TABLE LVI

DATING PATTERNS BY AGE--FEMALES  
(PERCENTAGES)

Dating Pattern	Age in Years						
	17	18	19	20	21	22 <sup>a</sup>	23 <sup>a</sup>
Going Steady	19.2	31.6	37.7	43.4	46.2	0.0	0.0
Dated Several People	57.7	50.0	43.4	35.8	38.5	66.7	100.0
Dated Many People	19.2	15.5	15.4	18.9	7.7	33.3	0.0
No Response	3.8	2.9	3.4	1.9	7.7	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

$\chi^2 = 12.789$ , d.f. = 18, NSD  
 a Column Frequencies Less Than 10  
 (N = 445)



TABLE LVII

MOST FREQUENT TYPE OF  
DATING ACTIVITY

Type of Dating Activity	Males			Females		
	Total	Frat.	Non-Frat.	Total	Frat.	Non-Frat.
Movie	33.8	15.0	36.5	25.2	15.0	25.8
Public or University Dance	18.6	5.0	20.5	11.8	5.0	12.1
Coffee	16.5	12.5	17.0	30.8	40.0	30.3
Residence Function	5.8	2.5	6.3	5.5	0.0	5.8
House Or Frat. Party	15.5	62.5	9.0	14.2	40.0	12.9
Sports Event (Observed)	2.4	0.0	2.8	1.9	0.0	2.0
Cultural Event	4.3	0.0	4.9	4.1	0.0	4.3
Walk	0.3	0.0	0.3	0.7	0.0	0.8
Study	2.7	2.5	2.8	5.8	0.0	6.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

Males:  $\chi^2 = 78.386$ , d.f. = 8,  $p < .001$   
 Females:  $\chi^2 = 15.936$ , d.f. = 8,  $p < .05$



TABLE LVIII

ACTIVITIES NAMED AS ONE OF THREE MOST  
FREQUENT TYPES OF DATING ACTIVITIES<sup>a</sup>

Type of Dating Activity	Males			Females		
	Total	Frat.	Non-Frat.	Total	Frat.	Non-Frat.
Movie	25.0	16.9	25.8	22.2	20.2	22.5
Public or University Dance	17.7	18.0	17.9	16.8	15.4	16.9
Coffee	15.1	11.5	15.7	21.7	21.8	21.7
Residence Function	11.8	10.9	12.2	9.3	8.6	9.4
House or Frat. Party	9.8	32.7	6.3	13.2	23.7	12.7
Sports Event (Observed)	7.8	4.6	8.2	3.7	5.1	3.8
Cultural Event	6.6	4.6	6.9	6.6	1.7	6.2
Walk	3.1	0.0	3.5	2.1	0.0	2.3
Study	3.1	0.8	3.5	4.4	3.5	4.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

a Unweighted For Order of Selection





### Use of Automobiles

Although Residence students are allowed to keep cars on campus only in very special cases, over 26% of the males had automobiles available for regular personal use during the winter and another 21% had access to an automobile for occasional personal use. This has dual implications in that over half of Residence males had no means of transportation other than public transportation (an added impediment to dating) and at the same time, over a quarter of the Residents were apparently sufficiently affluent to be able to afford the regular operation of an automobile. Table LIX summarizes these figures.

Only slightly over 5% of the females reported having the regular use of an automobile, and another 21% reported having occasional personal use of an automobile.

### Type of Interaction on Dates

Students were presented with a very crude forced-choice question asking them which type of date they most commonly engaged in: the type where they could talk and get to know their date, or the type where they had a good time, but did not necessarily get to know their date. The question was a crude attempt to gain an indication of the "good time" orientation of the students. Roughly three-quarters of both sexes reported that they more commonly went on the former type of date. The actual figures are presented in Table LX.

When asked which of the two types of dates they would prefer, about 50% stated that they would prefer the former, and about 40% said



TABLE LIX

PERCENTAGE OF RESIDENCE STUDENTS HAVING  
ACCESS TO AN AUTOMOBILE

	Males %	Females %
For Regular Personal Use	26.3	5.4
For Occassional Personal Use Only	21.2	20.9
Not Available	52.5	73.7
TOTAL	100.0	100.0



TABLE LX

NATURE OF DATE IN WHICH STUDENTS  
MOST COMMONLY PARTICIPATED  
(FORCED CHOICE)  
(PERCENTAGES)

Nature of Date	Males	Females
Talk, Get to Know Date	74.3	78.4
Good Time, Not Necessarily Get to Know Date	25.7	21.6
TOTAL	100.0	100.0





they would prefer some combination of both. Table LXI provides the actual percentage responses for this question. To the extent that the question is valid (and there is an evident socially desirable response to the question), Residence students would seem to be fairly serious in the relationships they desire and experience with members of the opposite sex.

#### IV. SEXUAL BEHAVIOR

Numerous critics of modern society anxiously decry the abandonment of "traditional" moral standards by North American youth, and the supposedly accompanying increase in sexual permissiveness and promiscuity. At the same time, other critics denounce the supposedly archaic, Victorian, and overly moral attitudes and policies of the Alberta Government in administering its affairs in the renowned "Bible Belt." Little empirical evidence exists however, about actual patterns of behavior of Alberta youth in regard to matters involving sexual and other types of morality. The confidential questionnaire used in this study revealed some very basic information of this nature about students living in the Residence halls.

Table LXII summarizes the responses of Residence students regarding frequency of various forms of sexual behavior engaged in during the 1965-66 winter session. A larger percentage of male students than female students reported never having engaged in "necking," "petting," or sexual intercourse during the year. About 23% of the males reported that they had never "necked," 43% reported that they had never "petted,"



TABLE LXI

NATURE OF DATE IN WHICH PARTICIPATION  
WOULD BE MOST PREFERRED  
(PERCENTAGES)

Nature of Date	Males	Females
Talk, Get to Know Date	49.7	51.2
Good Time, Not Necessarily Get to Know Date	6.7	4.4
Both	43.6	44.5
TOTAL	100.0	100.0



TABLE LXII

FREQUENCY OF VARIOUS FORMS OF SEXUAL BEHAVIOR  
ENGAGED IN DURING THE 1965-66 WINTER SESSION  
(PERCENTAGES)

Reported Frequency	Type of Behavior							
	Necking		Petting		Sexual Intercourse		Homosexual Relations	
	M	F	M	F	M	F	M	F
Never	23.3	11.1	43.1	39.6	85.3	83.7	98.1	98.4
Very Seldom	15.4	12.9	15.2	19.4	6.0	9.1	1.1	1.3
Occasionally	37.7	41.0	31.4	26.7	5.2	4.5	0.5	0.3
Often	23.6	35.0	10.3	14.3	3.5	2.7	0.3	0.0

Males: (N = 368)

Females: (N = 449)





and 85% reported that they had never engaged in sexual intercourse during the winter term. In comparison, 11% of the females had never "necked," 40% had never "petted," and 84% had never engaged in sexual intercourse. A greater percentage of women than men also reported "necking" and "petting" often, although a slightly greater proportion of males than females engaged in sexual intercourse often.

Less than 2% of the students in Residence reported that they had engaged in homosexual relations during the winter term. The validity of this response is difficult to determine. Although discussion with key personnel in Residence revealed scanty information about any such behavior, it remains possible that social censure of homosexuality was strong enough to suppress response on even a confidential item of this nature. Still, no other evidence or even rumor of such behavior was indicated, and it thus seems that the response to this item may indeed be valid.

## V. ALCOHOLIC CONSUMPTION

Despite governmental age restrictions on consumption of alcoholic beverages, and University regulations forbidding alcohol on campus, close to 90% of the males in Residence consumed liquor at some time during the year and over 80% of the males consumed liquor in Residence itself. Over 86% of the women in Residence consumed alcoholic beverages at some time during the year and over 30% did so in Residence. Liquor consumption in both Residences--though widely prevalent--was primarily of a sporadic nature. The majority of each



sex reported drinking in Residence only several times during the year. Still, infractions of liquor regulation--especially in the Men's Residence--were remarkably high. (One student was even reported to have had a keg of beer in his room for a party with his friends.) Table LXIII gives a breakdown of the frequency of alcoholic consumption both within and outside of Residence.

More surprising than the large proportion of students who consumed liquor, was the discovery that there was no appreciable difference between the percentage of consumers at each age level. Just as many younger students drank as older ones, despite liquor laws prohibiting consumption by individuals under 21 years of age. Table LXIV shows the actual percentages of consumers at each age level.

Nor does there appear to be any significant increase in the frequency of consumption with increasing age. Tables LXV and LXVI show the frequency of alcoholic consumption by age for the two sexes.

The flagrant disregard of liquor regulations was obvious to anyone living in Residence, and, despite the formal regulations forbidding liquor on campus, unofficial administrative policy seemed to be one of quiet condonation and tolerance. Only when drinking parties became too obstreperous and began seriously to disturb others in the Building were disciplinary measures taken.

## VI. NARCOTICS USAGE

Use of narcotics appeared to be all but nonexistent in the Lister Hall Complex, with slightly over 1% of the Residents reporting



TABLE LXIII

CONSUMPTION OF ALCOHOLIC BEVERAGES, WITHIN  
RESIDENCE AND TOTAL---MALES AND FEMALES  
(PERCENTAGES)

Frequency	Males %		Females %	
	Within Residence	Total Consumption	Within Residence	Total Consumption
Almost Every Day	0.8	0.8	0.2	0.2
Weekly	13.0	29.0	0.0	13.8
Monthly	22.0	27.6	1.1	22.3
Several Times/Year	44.4	32.2	29.0	50.0
Never	19.8	10.4	69.7	13.7
TOTAL	100.0	100.0	100.0	100.0

Males: (N = 369)

Females: (N = 449)

Percentage Male Consumers: In Residence = 80.2%  
Total = 89.6%

Percentage Female Consumers: In Residence = 30.3%  
Total = 86.3%





TABLE LXIV

TOTAL ALCOHOLIC CONSUMPTION--PERCENTAGE  
OF CONSUMERS AT EACH AGE LEVEL

Age	% Male Consumers	% Female Consumers
17	88.9	85.7
18	88.5	86.6
19	85.9	83.6
20	93.7	96.4
21	89.6	91.7
22	94.1	66.7
23	87.5	100.0
24	100.0	---
TOTAL	89.4	86.6

Males: (N = 369)  
Females: (N = 449)



TABLE LXV

FREQUENCY OF TOTAL ALCOHOLIC CONSUMPTION  
BY AGE---MALES  
(PERCENTAGES)

Frequency	Age in Years							
	17 <sup>a</sup>	18	19	20	21	22	23 <sup>a</sup>	24 <sup>a</sup>
Almost Every Day	0.0	0.0	1.0	0.0	2.1	0.0	0.0	0.0
Weekly	22.2	25.0	23.2	36.7	31.3	41.2	37.5	50.0
Monthly	33.3	28.8	24.2	30.4	27.1	23.5	37.5	0.0
Several Times/Year	33.3	34.6	37.4	26.6	29.2	29.4	12.5	50.0
Never	11.1	11.6	14.1	6.3	10.4	5.9	12.5	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

$\chi^2 = 15.343$ , d.f. = 32, NSD  
a Column Frequency Less Than 10



TABLE LXVI

FREQUENCY OF TOTAL ALCOHOLIC CONSUMPTION  
BY AGE---FEMALES  
(PERCENTAGES)

Frequency	Age In Years						
	17	18	19	20	21	22 <sup>a</sup>	23 <sup>a</sup>
Almost Every Day	3.6	0.0	0.0	0.0	0.0	0.0	0.0
Weekly	7.1	12.2	17.0	14.3	8.3	10.0	0.0
Monthly	10.7	20.9	22.2	26.8	50.0	33.3	0.0
Several Times/Year	64.3	53.5	44.3	53.6	33.3	33.3	100.0
Never	14.3	13.4	16.5	5.4	8.3	33.3	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

$\chi^2 = 34.508$ , d.f. = 24, NSD  
a Column Frequency Less Than 10





the use of unprescribed narcotic drugs. Eighteen percent of the males and 13% of the females, however, reported knowledge of available sources of such drugs. It is uncertain, however, just what sort of drugs it was that students claimed they could obtain. It seems that both questions may have been interpreted rather loosely by the students to include such non-narcotic drugs as Benzedrine, Dexedrine, and other similar stimulants.

## VII. CHURCH ATTENDANCE

Typical North American middle class patterns of church attendance appeared for male and female students. About 40% of the males reported practically never attending church while only 20% of the females reported never attending, and 12% of the males attended at least weekly, compared with 24% of the females.

For individual religious denominations, the patterns appearing were again not unusual. The most faithful churchgoers were the Roman Catholics--47% of the males and 75% of the females attending at least once weekly. Second in frequency of attendance were those professing "Other" faiths (largely Greek Orthodox and Greek Catholic), and Baptists. For the males the most infrequent church attenders were United Church members, followed by "Unaffiliated" students and Anglicans. For females, poorest attendance was reported for "Unaffiliated" students and United Church students. Details of frequency of church attendance by religious denomination are reported in Tables LXVII and LXVIII.



TABLE LXVII

FREQUENCY OF CHURCH ATTENDANCE--BY  
RELIGION---MALES  
(PERCENTAGES)

Frequency of Attendance	Religion								Total
	U.C.	R.C.	Ang.	Luth.	Bap.	Pres. <sup>a</sup>	Unaffil.	Other	
Weekly (or more)	2.0	47.4	4.3	5.3	20.0	25.0	4.0	35.5	11.9
Several Times/ Month	12.2	13.2	23.9	31.6	50.0	0.0	2.0	9.7	13.9
Several Times/ Year	45.3	34.2	23.9	36.8	30.0	37.5	20.0	19.4	34.4
Practically Never	40.5	5.3	47.8	26.3	0.0	37.5	74.0	35.5	39.8
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

$\chi^2 > 51$ ,      d.f. = 24,      p < .001

a Column Frequency Less Than 10

(N = 352)



TABLE LXVIII

FREQUENCY OF CHURCH ATTENDANCE--BY  
RELIGION---FEMALES  
(PERCENTAGES)

Frequency of Attendance	Religion								Total
	U.C.	R.C.	Ang.	Luth.	Bap. <sup>a</sup>	Pres.	Unaffil.	Other	
Weekly (or more)	14.0	75.4	15.4	17.2	60.0	14.3	7.4	34.8	23.8
Several Times/ Month	23.7	8.8	20.0	24.1	0.0	14.3	0.0	8.7	18.2
Several Times/ Year	45.4	10.5	40.0	51.7	40.0	50.0	22.2	26.1	37.9
Practically Never	16.9	5.3	24.6	6.9	0.0	21.4	70.4	30.4	20.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

$\chi^2 > 51$ , d.f. = 24, p < .001

a Column Frequency Less Than 10

(N = 428)





## VII. SUMMARY

Several major findings concerning the activities of Residence students can be summarized:

1. Male Residence students studied an average of 19.86 hours per week, and females an average of 18.98 hours per week during the winter session, and the majority of students studied in their own rooms.

2. About three-quarters of Residence students read five or less "free-reading" books during the academic year. No relationship was apparent between reading habits and faculty membership.

3. Male Residents read The Edmonton Journal considerably more frequently than did females.

4. Female Residence students exhibited more mature music preferences than did the males.

5. Sex and faculty differences were apparent in television viewing habits.

6. Female Residence students had a generally more active social life than male Residence students.

7. A greater proportion of females than males engaged in all forms of sexual behavior.

8. Over 80% of the male Residence students and over 30% of the female Residence students consumed alcoholic beverages in Residence during the 1965-66 winter term.

9. No appreciable differences existed in the percentages of each age level who consumed alcoholic beverages, nor in the frequency



of such consumption.

10. Church attendance by Residence students was comparable to attendance by North American middle class society in general.



## CHAPTER VIII

### ATTITUDES

#### I. INTRODUCTION

A survey of attitudes toward a few selected questions undoubtedly has restricted scope in its interpretation, and the attitude questions employed in this survey are no exception. Questions such as the ones used in this questionnaire often have socially acceptable responses, and, for a relatively sophisticated body of individuals such as university students, this creates a problem in interpretation of responses. For this reason these items were included as part of the confidential questionnaire distributed to Residence students. Despite their limitations, judicious interpretation of the responses should indicate the overall feelings of members of the Residence Complex on various issues.

This Chapter deals with the attitudes expressed by these questions as well as attitudes revealed in the policies of the University, comments of students, and certain personality measures of House Committee members.

#### II. ORGANIZATIONAL GOALS AND VALUES

The brochure published about Lister Hall by the Housing and Food Services Department stated that the Residences were built with the intention of creating "an environment that would give the student the best possible opportunity to grow intellectually, morally, physically,





and socially." (Student Housing Brochure, 1965) The Administration felt that some of the advantages of Residence living included the opportunities to associate with students from other locations and different environments; to appreciate other persons for their qualities and abilities; to develop individual leadership skills, interests, abilities, and organizational experience, and to learn to accept individual responsibility as an important part of group living. In an attempt to prevent the alienation potentially inherent in mass living, the Residence halls were designed so as to promote wing and floor unity, and as previous Chapters have indicated, the soundness of this design was upheld by the fact that peer group formation actually did occur primarily on this basis. Major emphasis appeared to be placed on learning to tolerate, appreciate, and benefit from the viewpoints and characteristics of other people, and on developing a sense of responsibility through the means of communal living.

### III. PERSONAL GOALS AND VALUES REGARDING UNIVERSITY AND RESIDENCE

#### Advantages and Disadvantages of Residence Life

Most of the students replying to the questionnaires reported the same benefits from Residence hall life as the Administration claimed. The most commonly expressed advantage of Residence life was "learning to live with other people." Proximity to campus and convenience of living facilities were also among the most frequently named advantages of Residence life.



A number of students, however, commented on the depersonalizing effect of mass living--stating that Residence was really nothing more than a hotel. People who expressed this attitude were most often those who took a relatively inactive part in the formal and informal activities of Residence life. Undoubtedly, however, the mass living conditions of Lister Hall--an apparently inevitable consequence of an expanding University--could not help but create this sort of atmosphere to some extent.

Most frequently stated disadvantages were the lack of facilities for entertaining friends of the opposite sex, noise, lack of privacy, and for males, liquor and party restriction.

#### Attitudes Towards University Education

Approximately 49% of male Residence students felt that the most important aspect of their University education was the opportunity to prepare for their future occupation of profession. This indicates a strong vocational orientation of the males when compared with the females, of whom only 31% felt this to be the most important aspect of their education. Another 46% of the males and 64% of the females stated that the most important aspect of their university education was the opportunity to widen their range of interests and general knowledge or deepen their knowledge of some particular area (i.e. an academic orientation). Only about 5% of the males and 6% of the females had a more socially oriented view of the importance of University--i.e. to widen their range of personal contacts. Table LXIX gives the details



TABLE LXIX

EXPRESSED ATTITUDE AS TO THE MOST IMPORTANT ASPECT  
OF OWN UNIVERSITY EDUCATION<sup>a</sup>  
(PERCENTAGES)

	Males %	Females %
Broaden Knowledge and Skills Useful in Future Occupation or Profession	48.8	30.6
Widen Range of Interests and General Knowledge or Deepen Knowledge of Some Particular Area	46.4	63.7
Widen Range of Personal Contacts	4.8	5.7
TOTAL	100.0	100.0

a Item 29, Questionnaire No. 1 (Appendix A)

Males: (N = 368)

Females: (N = 441)





of this response.

As might be expected, fraternity members--and particularly female fraternity members--placed a greater importance upon widening personal contacts than did nonfraternity members, and also expressed less vocational orientation than these latter. Twenty percent of Residence females belonging to fraternities felt that widening one's range of contacts was of prime importance and only 10% expressed the vocational orientation. The difference for men was less impressive. Table LXX reports these data for both sexes.

#### Intentions to Engage in Graduate Studies

Value placed on university education would presumably be indicated to some extent by expressed intentions to engage in graduate studies. Table LXXI indicates that 37% of the males intended to continue into graduate studies, 35% were undecided, and 28% did not intend to do so. (These figures exclude undergraduates proceeding into Medicine or Dentistry.) About 53% of the women, however, did not intend to engage in graduate work, 27% were undecided, and 20% had intentions of proceeding with graduate studies. Whether or not these intentions are carried out, the figures are at least indicative of the vocational concern or academic ambitions and goals of the University male. Both sexes exhibited the attitudinal patterns regarding vocations that are traditional for North American society.

Table LXXII provides a breakdown by faculty membership of those intending to do graduate work. The faculties with the largest proportions



TABLE LXX

EXPRESSED ATTITUDE AS TO THE MOST IMPORTANT  
ASPECT OF OWN UNIVERSITY EDUCATION  
BY FRATERNITY MEMBERSHIP  
(PERCENTAGES)

Statement	Males		Females	
	Frat.	Non-Frat.	Frat.	Non-Frat.
Broaden Knowledge and Skills Useful in Future Occupation or Profession	38.1	50.2	10.0	31.7
Widen Range of Interests and General Knowledge, or Deepen Knowledge of Some Area	52.4	45.6	70.0	63.2
Widen Range of Personal Contacts	9.5	4.3	20.0	5.2
TOTAL	100.0	100.0	100.0	100.0

Males:  $\chi^2 = 3.611$ , (2 d.f.), NSD  
 Females:  $\chi^2 = 10.601$ , (2 d.f.),  $p < .01$   
 Males: (N = 42)  
           (N = 329)  
 Females: (N = 20)  
           (N = 419)



TABLE LXXI

INTENTIONS TO DO GRADUATE STUDIES<sup>a</sup>  
(PERCENTAGES)

Intention	Males %	Females %
Intend To	37.1	20.5
Do Not Intend To	27.9	52.8
Undecided	35.0	26.7
TOTAL	100.0	100.0

a Other Than Medicine and Dentistry

Males: (N = 377)

Females: (N = 445)





TABLE LXXII

INTENTIONS TO DO GRADUATE STUDIES-BY FACULTY  
(PERCENTAGES)

Faculty	Intend To		Do Not Intend To		Undecided	
	M	F	M	F	M	F
Agriculture	19.4	0.0	41.9	100.0	38.7	0.0
Arts	58.3	39.2	18.8	30.9	22.9	29.9
Dental Sciences	37.5	10.0	25.0	80.0	37.5	10.0
Education	37.7	13.6	28.3	59.8	34.0	26.6
Engineering	33.8	---	28.6	---	37.7	---
Household Economics	---	23.1	---	53.8	---	23.1
Medical Sciences	62.5	6.9	12.5	62.1	25.0	31.0
Physical Education	17.4	6.7	34.8	60.0	47.8	33.3
Science	42.6	32.5	24.5	35.0	33.0	32.5
Other	22.9	11.6	34.3	72.1	42.9	16.3

Males: (N = 377)

Females: (N = 445)



intending to do graduate work were, for the males: Medicine, with 63%; Arts, with 58%; and Science, with 43%. For the females, 39% in Arts and 32% in Science intended to do graduate work. Faculties whose members had least intention of doing graduate work were Physical Education, Commerce, and Pharmacy for the males, and Physical Education and the Medical and Dental Sciences (Rehabilitation Medicine, Medical Laboratory Science, and Dental Hygiene) for the females.

#### IV. ROLE PERFORMANCE OF SENIORS

##### Results of the California F-Scale

Both male and female House Committee members scored significantly lower than the total norms on the California F-Scale as indicated by Table LXXIII. When compared with groups which Adorno, et. al., categorized as "middle-class" and "Los Angeles" groups--the groups in Adorno's sample with the lowest scores--the House Committee members still scored significantly lower. (Table LXXIV) If the validity of the test can be assumed (and this, in view of the related literature, is questionable) House Committee members might be considered as being highly nonauthoritarian.

Table LXXV indicates that male House Committee members scored significantly higher than female House Committee members on the F-Scale. This was also true for the normative group and at a higher level of confidence.

There were no significant differences between the members of the House Committee on any one of the floors and the total of all House



TABLE LXXIII

SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF RESIDENCE  
SENIORS AND TOTAL NORMS ON CALIFORNIA F--SCALE

	Norms		Seniors		t	Signifi- cance
	Mean	S.D.	Mean	S.D.		
Males	4.02	0.95	3.27	0.60	5.585	.001 (2 tail)
Females	3.60	1.17	2.96	0.56	3.554	.001 (2 tail)
TOTAL	3.86	1.04	3.13	0.60	2.140	.05 (2 tail)

Norms: Males: (N = 919)  
 Females: (N = 599)  
 Total: (N = 1,518)

Seniors: Males: (N = 51)  
 Females: (N = 43)  
 Total: (N = 94)





TABLE LXXIV

SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF RESIDENCE  
SENIORS AND "MIDDLE CLASS" MEN AND WOMEN  
ON CALIFORNIA F-SCALE

	Norms		Seniors		t	Signifi- cance
	Mean	S.D.	Mean	S.D.		
Males	3.68	1.19	3.27	0.60	2.384	.02 (2 tail)
Females	3.56	1.20	2.96	0.56	3.231	.01 (2 tail)
TOTAL	3.61	1.20	3.13	0.60	3.794	.001 (2 tail)

Norms: Males: (N = 186)  
Females: (N = 284)  
Total (N = 470)

Seniors: Males: (N = 51)  
Females: (N = 43)  
Total: (N = 94)



TABLE LXXV

SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF  
MALES AND FEMALES ON CALIFORNIA F-SCALE

	Males		Females		t	Signifi- cance
	Mean	S.D.	Mean	S.D.		
Total Norms	4.02	0.95	3.60	1.17	7.799	.001 (2 tail)
Residence Seniors	3.27	0.60	2.96	0.56	2.575	.02 (2 tail)

Norms: Males: (N = 919)  
Females: (N = 599)

Seniors: Males: (N = 51)  
Females: (N = 43)



Committee members on the F-Scale for either sex, nor was there any significant difference between scores of the Chairmen and the total House Committees. Table LXXVI shows the values of 't' for these comparisons. Furthermore, there was no apparent relationship between student ratings of floors having the most successful student government and F-Scale scores. Only two floors were consistently named by the males as having the most successful governments; one of these floors was reported to have a fairly cooperative, smoothly functioning floor government, and the other to have a lack of control. The latter floor produced a considerable number of disciplinary problems because of its unruliness. It seemed to be selected by many students as the most successful floor largely because of this apparent "floor spirit."

Only one floor in the Women's Building received high selection as being the most successful and no reason was apparent why this floor should be selected, other than its general smoothness of functioning. There thus appeared to be no simple criterion by which success of a floor was judged, and many students indicated this by pointing out the futility of such a question.

In an attempt to identify the subscales delineated by the authors of the F-Scale and hence potentially to find a basis for prediction from the Scale, a factor analysis was carried out on the thirty item scores of the F-Scale. Since one of the criteria in constructing the F-Scale was the correlation of each of the items with the test as a whole, it was felt that an oblique rotation of the initial factor pattern matrix might reveal at least some of the subscales reported by Adorno, et. al.





TABLE LXXVI

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SIGNIFICANCE OF DIFFERENCE OF MEAN F-SCALE SCORES  
BETWEEN INDIVIDUAL FLOORS AND TOTAL, AND BETWEEN  
CHAIRMEN AND TOTAL

Floor	Males				t	Sifnifi- cance Level	D.F.
	Floor		Total				
	Mean	S.D.	Mean	S.D.			
Floor 1	3.26	0.68	3.27	0.60	0.016	NSD	54
Floor 2	3.49	0.32			0.739	NSD	52
Floor 3	3.31	0.18			0.114	NSD	50
Floor 4	3.09	0.67			0.597	NSD	53
Floor 5	3.38	0.76			0.410	NSD	54
Floor 6	3.34	0.40			0.268	NSD	53
Floor 7	3.18	0.59			0.345	NSD	55
Floor 8	3.49	0.40			0.743	NSD	52
Floor 9	3.05	0.76			0.743	NSD	54
Floor 10	3.23	0.24			0.138	NSD	53
Chairmen	2.93	0.39			1.311	NSD	54
Females							
Floor 1	2.85	0.38	2.96	0.56	0.524	NSD	48
Floor 2	3.06	0.54			0.390	NSD	47
Floor 3	3.19	1.11			0.505	NSD	43
Floor 4	2.41	0.52			1.636	NSD	44
Floor 5	3.16	0.20			0.767	NSD	46
Floor 6	2.72	0.66			0.882	NSD	46
Floor 7	3.02	0.54			0.181	NSD	45
Floor 8	3.23	0.51			0.985	NSD	46
a							
Floor 10	3.10	0.22			0.476	NSD	45
Chairmen	2.61	0.45			1.651	NSD	49

a Floor 9 Omitted Due to Low Return



However, neither an orthogonal nor an oblique rotation produced such patterns. Appendix C is a reproduction of the Varimax and Promax rotations of this factoring for each of the sexes individually, and for the two sexes combined. The failure to obtain significant factors may be largely a result of the extremely low scores of the sample on the F-Scale. Factors similar to those suggested by the authors might well appear if a sample with greater variability of scores were used.

By using the statistic:

$$t = \frac{(\bar{X}_A - \bar{X}_C) - (\bar{X}_B - \bar{X}_D)}{S \sqrt{\frac{1}{N_A} + \frac{1}{N_B} + \frac{1}{N_C} + \frac{1}{N_D}}}, \quad S^2 = \frac{[(N_A - 1)S_A^2 + (N_B - 1)S_B^2 + \dots]}{d.f.}$$

with  $N_A + N_B + N_C + N_D - 4$  degrees of freedom, where A represents the male normative group, B represents the female normative group, C represents the male Residence group, and D represents the female Residence group (Walker and Lev, 1953, p. 159), the significance of the difference between male and female Residence House Committee mean F-Scale scores relative to their norms was calculated. The value of 't' was found to be 0.0126 and hence the difference was not significant. Thus neither group was significantly more below its norms than the other.

#### Results of the Leadership Opinion Questionnaire

Male and female House Committee Chairmen revealed different patterns on the Leadership Opinion Questionnaire in relation to the norms, but not in relation to each other. Both sexes scored significantly





lower on the "Structure" (S) scale of the device than on the "Consideration" (C) scale, but there were no significant differences between male and female House Committee members on the two subscales. In relation to the norms, the males scored significantly higher on the "Structure" subscale but not on the "Consideration" subscale, while the females scored in exactly the opposite direction. Limited norms restricted more accurate comparison of these scores. Tables LXXVII and LXXVIII report the data for these comparisons.

### Conclusions

It would appear, from the analysis of these devices, that the California F-Scale is of very limited value in a description of the attitudes or personalities of Residence House Committees. Although the House Committee members scored significantly lower than the norms on the scale, little more can be said from it. Partly at least because of the limited range of the scores of the sample used, no underlying factors were discovered by which Residence House Committee members could be differentiated from other groups. Also, lack of sufficient normative data (standard deviations) by the authors of the F-Scale prevented the calculation of subscale scores for this study. Despite the lack of social sophistication of the F-Scale itself, and the subsequent ease of faking responses on it, it seems likely, from the general success and popularity of the floor governments of the Residences, that low scores on "authoritarianism" have authentic meaning in this instance.

This view is somewhat supported by results of the Leadership





TABLE LXXVII

SIGNIFICANCE OF DIFFERENCES BETWEEN MEAN  
SUBSCALE SCORES AND BETWEEN SEXES ON  
LEADERSHIP OPINION QUESTIONNAIRE  
(CHAIRMEN)

	Subscale				t	Signifi- cance Level
	Structure		Consideration			
	Mean	S.D.	Mean	S.D.		
Males (N = 8)	49.25	6.28	57.38	5.66	2.544	.05
Females (N = 9)	46.33	7.39	61.78	5.51	4.736	.001
t	0.818		1.525			
Significance Level	NSD		NSD			



TABLE LXXVIII

SIGNIFICANCE OF DIFFERENCES BETWEEN  
RESIDENCE CHAIRMEN AND NORMS ON  
LEADERSHIP OPINION QUESTIONNAIRE

Sex	LOQ Subscale	Residence		Norms <sup>a</sup>		t	Signifi- cance Level
		Mean	S.D.	Mean	S.D.		
M A L E S	Structure	49.25	6.28	44.2	3.9	3.554	.001
	Consideration	57.38	5.66	57.0	5.5	0.575	NSD
F E M A L E S	Structure	46.33	7.39	44.2	3.9	1.567	NSD
	Consideration	61.78	5.51	57.0	5.5	7.618	.001

a 394 "Employees" - Sex Undistinguished



Opinion Questionnaire, since the females scored significantly higher than the norms on "Consideration"--a scale associated with nonauthoritarianism--and the males did not differ significantly from the norms. This paralleled the male-female pattern on the F-Scale. The significantly higher scores of males on the Leadership Opinion Questionnaire was somewhat unexpected, for a high score on this Scale would presumably be associated with a more rigidly structured social system within Residence. In this regard, greater restrictions placed on the women seemed to be a basis for assuming more, rather than less, structure for the females than for the males. Such, however, was not the case, and there were no conclusive data suggesting an explanation. The exhibition of these particular characteristics by the House Committee members (both male and female) may be a reflection of the criterion by which the selections were made, since most members were selected for their demonstrated willingness and ability to serve cooperatively in the student government. It therefore seems that further investigation might prove useful.

## V. ATTITUDES TOWARD UNIVERSITY AND RESIDENCE LIFE

### Academic Attitudes

Students from private American colleges have reputedly been satisfied with the "Gentleman's C" in academia--achieving grades only barely high enough to pass. It seemed doubtful that such a pattern would appear in a provincially-operated university with a high agricultural representation, and the general vocational orientation reported by





Residence students (Table LXX) tends to support this view. Items 1 and 2 in Table LXXIX were presented as undisguised questions regarding student attitudes toward academic endeavor at university. Seventy-three per cent of the males and 77% of the females agreed that the person who works hard at university and receives good marks should be highly rewarded by money and opportunity, and only 35% of the males and 28% of the females felt that the best thing to do at university was to have a good time and do enough work to pass courses. There would therefore appear to be a generally positive attitude expressed by Residence students toward academic endeavor, although a sizeable minority expressed a more casual academic commitment.

#### Attitudes Toward Residence Life

About 53% of the males felt that the legal drinking age in the province should be lowered to 18 years, and about 84%--approximately the same proportion who reported drinking in Residence--felt that Residence students should be allowed to drink in their rooms as long as they did not disturb their roommates or others in the Hall. In contrast, 55% of the females felt that the drinking age in the province should be lowered, while only about 45% felt that drinking should be permitted in Residence. The attitudes of both the males and the females are consonant with their actual behavior.

Eighty-two per cent of Residence males favored having permission to entertain guests of the opposite sex in their rooms as compared with only 57% of the females. This might be expected in view of the fact that females date more outside of Residence than the males, and the



TABLE LXXIX

ATTITUDES--PERCENTAGES AGREEING, DISAGREEING, AND  
UNDECIDED ON EACH STATEMENT

Statement	Males			Females		
	Agree %	Disagree %	Undecided %	Agree %	Disagree %	Undecided %
1. The person who works hard at University and receives good marks should be highly rewarded by money and opportunity.	72.8	20.7	6.5	76.7	17.9	5.4
2. The best thing to do at University is to have a good time and do enough work to pass your courses.	35.4	58.1	6.5	27.5	64.0	8.5
3. The legal drinking age in the province should be lowered to 18 years.	52.8	40.1	7.0	55.1	36.4	8.5
4. Residence students should be allowed to drink in their rooms as long as they do not disturb their roommate or others in the hall.	84.3	13.6	2.2	44.5	49.5	5.8
5. Residence students should be allowed to entertain guests of the opposite sex in their rooms during specified hours.	82.4	14.3	3.2	56.7	38.8	4.5
6. Obedience and respect for authority are the most important habits for children to learn.	62.6	26.3	11.1	51.2	38.5	10.2
7. Man has evolved from other forms of animals.	63.1	19.0	17.9	53.1	25.2	21.7
8. Most basic industries in Canada, like mining, manufacturing, and oil, should be government-owned and operated.	16.2	73.2	10.5	24.7	60.1	15.1





TABLE LXXIX (continued)

Statement	Males			Females		
	Agree %	Disagree %	Undecided %	Agree %	Disagree %	Undecided %
9. The government should own and control the railroads and airlines.	38.4	49.3	12.3	40.8	44.5	14.7
10. Compulsory pre-paid medical care should be introduced in Alberta.	33.1	54.5	12.5	36.1	46.8	17.1
11. Modern history is the story of the fight for power between different classes: man and slave, land owner and peasant, management and labor.	51.6	33.9	14.5	52.6	31.9	15.5
12. Modern society is moved chiefly by the desire for profit.	86.8	9.5	3.8	87.7	8.3	4.0
13. A large mass of the people are not capable of determining what is and what is not good for them.	53.8	37.6	8.5	52.0	39.7	8.3
14. Persons who refuse to give evidence that would show that they are guilty of criminal acts should either be made to talk or severely punished.	8.7	73.6	17.7	14.5	66.0	19.5
15. Religious faith is better than logic for solving life's important problems.	11.0	73.8	15.2	16.0	64.1	19.9





fact that they generally play the "dependent" role in dating and hence have no need for a "haven" to which to take their dates.

Fifty-three per cent of the male students in Residence and 68% of the female students felt that the most important factor to consider in the selection of roommates was similarity of attitudes and values. Seventeen per cent of the men and 10% of the women felt that having the same field of study was the most important factor in roommate assignment. Percentages of mention of other factors are reported in Table LXXX. The generality of the category "values and attitudes" makes this interpretation rather vague, and greater explication of its meaning would be necessary in order to make much practical use of the information.

## VI. SOCIAL, POLITICAL, AND RELIGIOUS VALUES

Remmers and Radler (1957) reported that 75% of the American teenagers that they polled agreed with the statement that obedience and respect for authority are the most important habits for children to learn. When presented with the same statement (originally drawn from the California F-Scale) 63% of Residence males and 51% of Residence females agreed, reflecting a somewhat less "conservative" attitude than their younger American counterparts, although certainly not a "nonconservative attitude." (Table LXXIX, Item 6) Although, perhaps, little weight can be placed on a single item of this nature, the difference would suggest that either University of Alberta Residence students have less "conservative" attitudes than the typical



TABLE LXXX

REPORTED OPINION OF MOST IMPORTANT FACTOR IN  
ROOMMATE ASSIGNMENT  
(PERCENTAGES)

Factor	Males	Females
Same Religious Belief	1.1	0.9
Same Field of Study	17.1	10.2
Different Field of Study	2.5	3.6
Same Leisure Time Interests	13.8	7.7
Same Values and Attitudes	52.9	68.3
Other	12.7	9.3
TOTAL	100.0	100.0

Males: (N = 363)

Females: (N = 441)



American teenager, or that the attitudes of the latter were partially the result of immaturity. Both explanations would seem to have partial truth.

Sixty-three per cent of the males and 53% of the females in Residence believed that man has evolved from other forms of animals-- and another 18% of the males and 22% of the females were undecided. (Table LXXIX, Item 7) Only 35% and 38% of the Remmers and Radler male and female samples respectively, agreed with a similar statement, thus, again, indicating greater "liberalism" amongst University of Alberta Residence students. Similarly, 31% of the male American teenagers polled and 34% of the females polled agreed that persons who refuse to give evidence that would show that they were guilty of criminal acts should either be made to talk or severely punished, while only 9% of Residence males and 14% of Residence females agreed with this statement. (Table LXXIX, Item 14)

Not all of the attitudes expressed by Residence students however, were more democratic than those of the American Teenager. Response to Item 13 in Table LXXIX suggests that University Residence students (and perhaps University students in general) on this campus, view themselves as a somewhat elite group, for 54% of the males and 52% of the females agreed that a large mass of the people are not capable of determining what is and what is not good for them, as compared with only 49% of the American Teenagers. The difference in the attitudes of Residence students on this item relative to their other attitudes is what is most impressive about these figures, rather than the





slight percentage increment by which they exceeded those of the American Teenagers. The views of the latter are compatible with their overall opinions--the views of the former are not, but appear to reflect a snobbishness regarding their intellectual position in society.

A majority of the Residence students agreed with two of the basic tenets of Marxist ideology, that "Modern history is the story of the fight for power between different classes: man and slave, land owner and peasant, management and labor," and that "Modern society is moved chiefly by the desire for profit," (Table LXXIX, Items 11 and 12) but only a minority agreed with some of the socialistic policies stemming from this ideology. (Table LXXIX, Items 8-10) These latter percentages have no consistent relation to those of Remmers and Radler's sample, being higher on some items and lower on others. In all items concerning socialistic attitudes, Residence females showed a greater socialistic orientation than the males. While Remmers and Radler point to the threat to democracy of some of these prevalent attitudes, it seems dubious that this conclusion can be validly reached from such a shallow analysis. Certainly the statements used here are concerned with only a very naive form of socialism.

The religious attitudes of Residence students seem to be congruent with their church attendance reported previously (Table LXVII), for a greater proportion of the females than the males expressed adherence to traditional Christian concepts of the nature of God, and both sexes had a high proportion who were undecided about their concept of God. There would thus appear to be a questioning of traditional



religious values typical of youth at this stage of development. Denominational attitude patterns also appeared to parallel attendance patterns to some extent. Roman Catholics and Baptists, who were the highest church attenders, also had the highest percentage of traditional believers, while "Unaffiliated," United Church, and Anglican students, who were among the most infrequent church attenders, were most sceptical of the traditional theistic concepts. Table LXXXI gives more details regarding concepts of God.

While 57% of the American Teenagers in Remmers and Radler's sample believed that religious faith was better than logic for solving life's important problems, only 11% of the Residence males and 16% of the Residence females agreed with that view. (Table LXXIX, Item 15) The question apparently lacked clarity and sophistication for university students, however, as many expressed difficulty in understanding what was really meant.

## VII. ATTITUDES TOWARD SEXUAL MORALITY

Although some social scientists (eg. E. A. Smith, 1962) have suggested that the "double standard" in sexual morality was becoming a thing of the past in American it still seems to be strongly entrenched in the attitudes of Residence students, and particularly in the attitudes of the female students.

Table LXXXII summarizes the expressed attitudes of Residence students towards sexual morality in general, and Table LXXXIII their attitudes regarding their personal sexual morality. Sixty per cent of





TABLE LXXXI

CONCEPT OF GOD: BY RELIGION--MALES  
(PERCENTAGES)

Concept	Religion					
	U.C.	R.C.	Ang.	Luth.	Bap.	Pres. <sup>a</sup> Unaffil. Other Total
Supreme Being With Concern for Each Individual	48.6	83.8	48.9	63.2	80.0	42.8 40.4 67.7 55.0
Supreme Being Not Concerned with Each Individual	12.5	8.1	6.7	15.8	10.0	14.3 8.5 6.5 10.2
Does Not Exist	7.6	0.0	11.1	10.5	0.0	14.3 21.3 3.2 8.8
Undecided	31.3	8.1	33.3	10.5	10.0	28.6 29.8 22.6 26.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0 100.0 100.0 100.0

<sup>a</sup> Column Frequency Less Than 10

$\chi^2 = 40.119$ , d.f. = 24,  $p < .05$

CONCEPT OF GOD: BY RELIGION--FEMALES  
(PERCENTAGES)

Concept	Religion					
	U.C.	R.C.	Ang.	Luth.	Bap. <sup>a</sup>	Pres. Unaffil. Other Total
Supreme Being With Concern for Each Individual	70.0	89.4	64.0	79.4	100.0	71.4 25.9 56.5 69.1
Supreme Being Not Concerned with Each Individual	3.9	1.8	9.4	3.4	0.0	0.0 11.1 13.0 5.2
Does Not Exist	1.0	1.8	1.6	0.0	0.0	0.0 22.2 8.7 3.0
Undecided	25.1	7.0	25.0	17.2	0.0	28.6 40.8 21.7 22.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0 100.0 100.0 100.0

<sup>a</sup> Column Frequency Less Than 10

$\chi^2 > 51$ , d.f. = 54,  $p < .001$   
(N = 427)





TABLE LXXXII

EXPRESSED ATTITUDE TOWARDS VIRGINITY AT  
MARRIAGE--GENERAL

		Expressed Attitude (Percentages)							
Definitely		Preferably		Unimportant		Preferably Not		Definitely Not	
M	F	M	F	M	F	M	F	M	F
Do You Believe a Woman Should be a Virgin When She Marries?									
13.2	32.3	46.5	48.7	34.3	17.5	4.1	1.3	1.9	0.2
Do You Believe a Man Should be a Virgin When He Marries?									
10.8	15.4	30.8	36.2	38.1	28.9	13.8	15.7	6.5	3.8

Males: (N = 370)

Females: (N = 446)



TABLE LXXXIII

## EXPRESSED ATTITUDE TOWARDS VIRGINITY AT MARRIAGE--PERSONAL

	Expressed Attitude (Percentages)							
	Yes		No		Not Necessarily		Unimportant	
	M	F	M	F	M	F	M	F
Do you wish to be a virgin when <u>you</u> marry?	28.5	75.1	27.6	4.9	29.8	15.9	14.1	4.0
Do you wish your spouse to be a virgin when you marry?	45.1	38.2	4.6	14.2	36.7	33.7	13.6	13.9

Males: (N = 362)

Females: (N = 446)



the males felt that a woman should preferably be a virgin when she marries but only 42% felt that a man should be a virgin when he marries. The difference was even more extremely expressed by the females, 81% of whom felt it preferable for a woman to be a virgin when she marries, and only 52% of whom felt it best for a man to be a virgin when he marries.

The "double standard" in attitudes concerning personal morality was equally pronounced. Forty-five per cent of the males wished their future spouses to be virgins but only 29% wished to be virgins themselves at the time of marriage, while 38% of the females wished their future spouses to be virgins and 75% wished to be virgins themselves at the time of marriage.

It would seem that both male and female Residence students grant males in our society greater sexual license prior to marriage than they grant females. This is equally interesting when compared with the figures of actual sexual behavior of Residence students which indicate that Residence females, in all forms of heterosexual relations, tend to be more active than the males.

## VIII. SUMMARY

A number of the major findings regarding attitudes of Residence students can be summarized:

1. Residence students expressed a generally positive attitude towards sincere academic endeavor.
2. The majority of Residence students appeared to be either





"vocationally" or "academically" oriented rather than "socially" oriented in their approach to university life. This was somewhat less true of females and fraternity members.

3. Residence House Committee members scored significantly below the norms on the California F-Scale.

4. Male House Committee Chairmen scored significantly above the norms on the "Structure" subscale of the Leadership Opinion Questionnaire and female Chairmen scored significantly above the norms on the "Consideration" subscale.

5. Attitudes of Residence students on a number of controversial issues tended to be fairly liberal, although there were interesting exceptions. Female students expressed socialistic attitudes to a greater extent than did males. Religious attitudes were fairly traditional and congruent with religious behavior.

6. Residence students, and particularly females, showed clear evidence of maintaining a "double standard" in sexual morality--sanctioning greater sexual freedom for the males than for females. The standards expressed by the females were more stringently defined for personal moral behavior than for the moral behavior of others.



## CHAPTER IX

### RESULTS OF THE HYPOTHESES

#### HYPOTHESIS I

The null hypothesis, that Residence freshman students, did not differ significantly in ability from University of Alberta freshman students in general, as measured by the total score on the American Council on Education Psychological Tests (1949) was rejected. Residence students scored significantly higher than the 1961 University of Alberta freshman norms (the most suitable norms available) at the .001 level of significance. (See Table XVI)

#### HYPOTHESIS II

Hypothesis II, that Residence students included a representative sample of all undergraduate faculties and schools at the University of Alberta was accepted for the female Residents, but rejected for the male Residents. Tables IV and V indicate that the proportion of male Residents was significantly different from the total University male population in at least five undergraduate faculties (even excluding Law, Medicine, and Dentistry) at the .05 level of significance or higher. Proportions of Residence females in each of the faculties were not significantly different from University totals.

#### HYPOTHESIS III

Hypothesis III was partially accepted. Propinquity within Residence was a major factor in determining peer group formation. This



is indicated not only by the choice students made of most common associates (Tables XVIII to XXV), but also the observation of eating cliques (Table XVI and Figure 3), association with nonresidence students (Table XXVII), and the extent of informal social interaction observed amongst members of the same floor and wing.

Further analysis of the importance of propinquity in determining peer groups could have been carried out by constructing a 30x30 sociomatrix of choices by room number as well as by floor and wing as was done. Such an analysis, though perhaps valuable, did not seem to warrant the effort involved in light of the obvious patterns observed in wing and floor relations.

The only evidence that suggested peer group formation on the basis of similarity of values was the formation of cliques of fraternity members, foreign students, and House Committee members, and it remains somewhat dubious whether such groups were formed on the basis of values or on the basis of some other criteria. Although students indicated that similarity of values and interests was of primary importance in roommate assignment, there was no direct evidence that this feeling had any relationship to actual peer group formation, and hence the latter part of the hypothesis can neither be accepted nor rejected. More specific formulation of the hypothesis would be necessary for confident confirmation or refutation.

#### HYPOTHESIS IV

Hypothesis IV was accepted. Tables LXIX to LXXII, and Items 1





and 2 of Table LXXIX support the contention that Residence students had a high positive attitude towards high achievement and academic endeavor.

#### HYPOTHESIS V

Hypothesis V was accepted. General comments on the advantages of Residence living far outnumbered those on the disadvantages. The sociability and conveniences of the Residence Complex were stated as major factors for preferring Residence life.

#### HYPOTHESIS VI

The hypothesis that House Committee Chairmen would score significantly above the norms on the "Consideration" scale of the Leadership Opinion Questionnaire was accepted for female Residents at the .001 level of significance, but rejected for male Residents. Furthermore, males were found to be significantly different from the norms at the .001 level on the "Structure" scale of the Leadership Opinion Questionnaire. (Table LXXVIII)

#### HYPOTHESIS VII

The null hypothesis, that there would be no significant difference between scores of House Committee members and the norms on the California F-Scale was rejected for each sex. House Committee members scored significantly below even the lowest norms provided by the authors.

#### HYPOTHESIS VIII

The hypothesis that female House Committee members would score



significantly higher on the F-Scale, relative to their norms, was rejected. The difference was in the expected direction but was not significant.

#### HYPOTHESIS IX

Hypothesis IX was rejected. The floors whose House Committee members had high mean F-Scale scores did not have less successful floor governments than those whose House Committee members had low mean F-Scale scores. In no instance did the F-Scale scores of the members of any individual floor differ significantly from the scores for the total group.



## CHAPTER X

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

#### I. THEORY AND METHOD

This study undertook to provide a description of some of the essential features of the culture of the Lister Hall Residence Complex at the University of Alberta. It was felt that a descriptive study of this area of university life was warranted on the basis provided by the related literature, which indicated that the social milieu of a university is vital in determining the final product of that university, and is perhaps in many ways even more important than the tutelage itself. Because the study was primarily descriptive in nature, it could not deal with many of the problems which might have been considered in a longitudinal or comparative study. In order to counteract this inherent deficiency, an attempt was made to make the study as thorough as possible, and at the same time, concise enough so as not to lose its main intent in superficial details or tangential issues. Thus, only the major points of the description were reported. The study was designed to provide a basis upon which to undertake more detailed analytic and explanatory studies.

The subjects of the investigation were the 1200 students residing in the Lister Hall Residence Complex, and information about them was collected from questionnaires, informant reports, personality measures, institutional records, and participant-observation. Information concerning





the staff of the Residence Halls was dealt with only when the interaction of the staff with students was important in the student culture.

## II. SUMMARY OF THE FINDINGS

### General Findings

The study revealed a multitude of descriptive details of various aspects of student life, and it is possible to summarize only the most important of these.

1. The students responding to the questionnaires were not found to be significantly different from those who did not respond, in terms of faculty representation, average age, or religious denomination, with the possible exceptions of overrepresentation in the responding group by Physical Education students and students claiming no church affiliation. The latter exception may possibly be a result of technical differences in the data collected: that for the respondents being obtained from the questionnaires and that for the nonrespondents from University of Alberta Housing Office records.

2. The Lister Hall Men's Residence was occupied by a significantly greater proportion of Engineering students, Science students, and Physical Education students than the rest of the campus, and by significantly smaller proportions of Commerce and Education students. Hence, by faculty, Residence male students were not representative of the rest of the University of Alberta undergraduate population. On the other hand, faculty proportions of female Residence students were not significantly different from faculty proportions of the total



University of Alberta female undergraduate population.

3. The mean age of Lister Hall male students was 19.16 years--approximately two years younger than the average University of Alberta male undergraduate--and the mean age for Lister Hall female students was 18.70 years--approximately one year younger than the average University of Alberta female undergraduate.

4. As compared with the rest of the University population, both Residence Halls were significantly overrepresented by United Church members and significantly underrepresented by Roman Catholic and "Other" affiliations (notably Greek Catholic, Greek Orthodox, Ukrainian Orthodox, and Latter Day Saints).

5. Approximately 40% of Residence students reported having fathers with professional or business employment, and about another 30% reported having fathers who farmed.

6. Both male and female Residence students scored significantly above the 1961 University of Alberta freshman norms on the American Council on Education Psychological Tests.

7. The proportion of fraternity members living in Residence was approximately equivalent to the proportion on the total campus.

8. One of the major problems in developing Residence unity was inadequate interfloor communication.

9. Peer groups in Residence were formed primarily on the basis of propinquity within Residence. Over 70% of the Residents named people from their own floor as their most frequent associate aside from their roommate, and numerous cafeteria cliques were formed on the basis of





floor membership.

10. Older male Residence students associated more frequently with off-campus students apart from classes than did younger male Residence students but this pattern did not appear for the females.

11. The Housing and Food Services Department had difficulty recruiting students to accept part-time employment in Lister Hall.

12. Male Residence students studied an average of 19.86 hours per week, and females an average of 18.98 hours per week during the winter session, and the majority of students studied in their own rooms.

13. About three-quarters of Residence students read five or less "free-reading" books during the academic year. No relationship was apparent between reading habits and faculty membership.

14. The most frequent activities on dates for Residence students included movies, coffee, and University and public dances.

15. Although the majority of Residence students had no personal use of an automobile, over a quarter of the males had access to an automobile for regular personal use and another fifth had access for occasional personal use.

16. Close to 90% of the males and over 85% of the females consumed alcoholic beverages during the 1965-66 term, and over 80% of the male students and 30% of the female students consumed alcoholic beverages in Residence. No appreciable differences existed between the percentages at each age level who consumed alcoholic beverages nor in the frequency of such consumption.





17. Residence students expressed a generally positive attitude towards high achievement and academic endeavor. Most were "vocationally" or "academically" oriented to University life rather than "socially" oriented.

18. Thirty-seven per cent of the males in Residence and 20% of the females expressed an intention to do graduate studies. Another 35% and 27% respectively, were undecided.

19. House Committee members scored significantly below the norms on the California F-Scale thus indicating definite nonauthoritarian personalities.

20. Male House Committee Chairmen scored significantly below the norms on the "Structure" subscale of the Leadership Opinion Questionnaire, and female House Committee Chairmen scored significantly above the norms on the "Consideration" scale of the Leadership Opinion Questionnaire.

21. Residence students showed clear evidence of maintaining a "double standard" in sexual morality--sanctioning greater sexual freedom for males than for females.

#### Male-Female Differences

Notable differences existed between males and females in many aspects of Residence culture. Some are felt to be of sufficient importance to warrant special mention.

1. Questionnaire response was appreciably higher for the females than for the males.

2. By faculty, female Residents were representative of the



University as a whole: male Residents were not.

3. Female Residents had slightly higher averages on the Grade XII Departmental Examinations than did the males.

4. Male Residents reported studying an average of about one hour per week more than the females.

5. Considerably more male than female Residents read the newspaper regularly, and more males than females read the news first.

6. Sex and faculty differences were apparent in television viewing habits. Considerably more males than females watched television and, of these males, Physical Education students watched the most frequently and students of Medicine and Dentistry the most infrequently.

7. Female Residents expressed preference for serious music more often than did male students. Older male students also expressed a higher preference for serious music than did younger male students.

8. Residence females dated more frequently and dated more often with people from outside of Residence than did male students. Older Residence students, both male and female, dated more frequently than younger Residence students.

9. A greater proportion of females than males participated in all forms of sexual behavior.

10. A greater proportion of females than males attended church regularly, and a greater proportion held traditional concepts of God. In this sense, religious behavior and attitudes were comparable to most male-female patterns in North American society.

11. Female Residents were more "academically" and "socially"





oriented and less "vocationally" oriented towards University life than were males.

12. Females expressed socialistic attitudes more than the males did.

13. A considerably greater percentage of male than female students favored regulations permitting drinking in Residence and entertaining guests of the opposite sex in one's room. Females tended to be more "conservative" on other more general controversial issues as well.

14. Female students showed a stronger expression than males of a double sexual moral standard, condoning greater premarital sexual freedom for males than for females.

#### Fraternity Differences

Throughout the analysis of the data notable differences were repeatedly found between fraternity and nonfraternity students. The more important of these differences are summarized below.

1. Fraternity members living in Residence came from higher socioeconomic backgrounds (as determined by father's occupation) than did nonfraternity students.

2. Fraternity members tended to associate with other members of the same fraternity residing in the Lister Hall Complex.

3. Fraternity members in Residence dated considerably more often than nonfraternity members. Dating activities more often included fraternity parties and less often Residence functions than for nonfraternity Residents.





4. Fraternity members in Residence placed a greater importance upon widening personal contacts at University than did nonfraternity Residents.

## II. CONCLUSIONS

It is difficult to determine what the important conclusions of a descriptive study are, for there is no distinct problem that is solved, no theory which is supported or refuted, and no central hypothesis that is accepted or rejected. Instead, the investigator must rely on his judgment of what things of most general importance can be arrived at from the description. Indeed, for a descriptive study, it is difficult to separate the conclusions from major points of summary, and even from implications.

Thus, although several conclusions can be arrived at from this study of Residence culture, it should be remembered that the most important aspects of the study are not sweeping conclusions but rather simple descriptive findings.

The following conclusions concerning Residence culture were reached.

1. A variety of findings pointed to the conclusion that the majority of students residing in the Lister Hall Complex were relatively affluent. The very fact that Residence rates are high is indicative of this. Further evidence for this conclusion is given by the occupations of the students' fathers, the number reporting availability of cars, the amount of food ordered from outside of Residence, the reluctance of



students to accept part-time employment in Residence, the predominance of United Church affiliated students (a denomination dominated largely by upper middle and middle class members), and other similar findings. Since this study was not comparative, there are fewer grounds for supposing that Residence students are generally either more or less affluent than their fellow students living off campus.

2. Residence students appeared to be academically superior to the remainder of the student body. This conclusion is arrived at primarily on the basis of the relatively high scores obtained by Residence students on the American Council on Education Psychological Tests and is compatible with the suspected affluence and relatively high socioeconomic status of Residence students.

3. Residence students were not representative of the rest of the University undergraduate population. Significant differences were found in faculty distribution of the males, distribution by religious denomination for both sexes, differences in academic performance, and age distribution.

4. Female Residence students tended to be more advanced in their psychological and social development than their male counterparts. This conclusion follows from their more extensive and diverse dating habits, their more extensive involvement in sexual activities, their preferences for more serious music and their relative age.

5. The behavior patterns of both males and females parallel the traditional patterns established by society for the different sex roles. Males tended to be more aggressive, "vocationally" oriented,





opinionated, authoritarian, and generally less conservative than the women. Both sexes supported the traditional moral standard permitting men more premarital freedom, and patterns of religious behavior and attitudes were traditional.

6. Residence House Committee members exhibited nonauthoritarian personality traits. This conclusion is warranted by their low scores on the California F-Scale, by their general success and approval by students, and for the females, by their high scores on the "Consideration" scale of the Leadership Opinion Questionnaire.

7. The California F-Scale is an inadequate instrument for studying the personalities of student government members in Residence. Whether its inadequacy stems from its age, and disparity of findings in its use, or from this particular group of subjects, is relatively inconsequential.

### III. IMPLICATIONS

The findings and conclusions of this study suggest the following major implications.

1. Generalizations can be made from findings regarding the questionnaire respondents to the nonrespondents for whichever aspects of the latter's behavior are found to be related primarily to age, faculty membership, or religious denomination. The findings imply that for such purposes the respondents may be considered as being identical to the nonrespondents, and that the respondents are representative of Residence students in general.





2. Generalizations cannot be made from the findings of this questionnaire to University of Alberta students in general, because of the discovered differences between the two bodies. The Lister Hall Residence culture appears to have aspects truly uniquely different from the rest of the campus, not only in behavior and attitude patterns, but even in the nature of the people who comprise its membership.

3. The fact that Residence females are more active socially and sexually than Residence males, and the fact that they do not make use of anywhere near their allotted overnight passes, as well as the fact that they appear more conservative and responsible in other ways, implies that the hour restrictions placed upon them are of little or no value in controlling their behavior.

4. The fact that such a vast majority of Residence students consumed alcoholic beverages both within and outside of Residence regardless of age, and the fact that this practice was unofficially condoned by University authorities, seems to imply that either the regulations forbidding alcoholic consumption should be removed and the legal age for liquor consumption lowered, or that more stringent means should be employed to enforce the laws.

5. If the purpose of Residence Halls is to promote intellectual, moral, physical and social development, as its formal policy states, consideration should be given to the tendencies of students to form peer groups on the basis of propinquity by planning room assignments with this in mind, and by centering student activities around wing and floor units.



#### IV. SUGGESTIONS FOR FUTURE RESEARCH

This study has served its purpose if in no other way than by revealing potentially fruitful areas for future research. The following suggestions are made from a wide variety of possibilities.

1. Follow-up should be made regarding the superior scores of Residence students on the American Council on Education Psychological Tests to determine whether this is followed by superior academic performance at University, and to discover reasons why supposedly superior students would choose to live in Residence.

2. The distinct patterns that appeared for male and female House Committee Chairmen on the Leadership Opinion Questionnaire suggest that it might prove useful as a selection device, or at least indicate areas of more concentrated attention in the study of Residence Hall leaders.

3. Further studies might be carried out from the basis of the apparent differences between fraternity and nonfraternity students.

4. Since the majority of students indicated that values and attitudes are of most importance in assigning roommates, a more specific investigation might be carried out in an attempt to determine more precisely the patterns of values of Residence students and college students in general, so as to make use of this information in developing an optimally effective environment.

5. Longitudinal and comparative studies should be carried out to provide information on the changes that occur during university and the differences that exist among the various subcultures of the student body.





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March 21, 1966.

TO THE RESIDENCE STUDENT:

Enclosed in this envelope you will find two questionnaires which are part of an overall study of residence hall culture. It is believed that understanding the feelings and attitudes of residence students on a broad range of topics, and knowing the kinds of things they do or would like to do, will be useful in improving residence living. Completion of these questionnaires is thus vital for an accurate study.

It is realized that you are probably very busy at this time of year, and keeping this in mind, these questionnaires have been designed so as to take as little of your time as possible and at the same time provide the information required.

Here is what you are asked to do:

1. Fill out both questionnaires as accurately as you can.  
Do not consult with other people or talk the items over with others until you have completed the questionnaires.
2. Enclose Questionnaire Number 2 in the envelope provided and seal the envelope.  
Questionnaire Number 2 contains information of a very personal, confidential nature, and we wish you to remain anonymous so that you can be entirely frank in your replies. Do not enclose questionnaire Number 1 in the envelope.
3. Leave both questionnaires in the boxes provided at the information desk in your building.

It is hoped that all questionnaires will be completed and returned before Friday, March 25th.

Thank you for your cooperation.

Keith Wilkinson,  
Department of Educational Psychology.



QUESTIONNAIRE NUMBER 1

NAME: \_\_\_\_\_ ROOM NO: \_\_\_\_\_

AGE IN YEARS ON JANUARY 1ST, 1966: \_\_\_\_\_

SEX: M                  F

RACE \_\_\_\_\_

RELIGION \_\_\_\_\_

AVERAGE ON GRADE 12 DEPARTMENTALS: \_\_\_\_\_

FACULTY \_\_\_\_\_ MAJOR \_\_\_\_\_

YEAR OF STUDIES (Circle one )      1          2          3          4

1. Do you belong to a Fraternity? (Circle)      Yes      No  
Name of Fraternity \_\_\_\_\_

2. Do you have a roommate? (Circle)      Yes      No

3. Which of the following factors do you feel is most important  
in assigning or selecting a roommate? (Check one only)

\_\_\_\_\_ (a) same religious belief

\_\_\_\_\_ (b) same field of study

\_\_\_\_\_ (c) different field of study

\_\_\_\_\_ (d) same leisure time interests

\_\_\_\_\_ (e) same values and attitudes

\_\_\_\_\_ (f) other (specify) \_\_\_\_\_

4. Other than your roommate, who else in your residence did you  
associate with most throughout the year? Be sure to specify room  
number.

Most: NAME \_\_\_\_\_ ROOM: \_\_\_\_\_

2nd Most: NAME \_\_\_\_\_ ROOM: \_\_\_\_\_

5. Approximately how often did you associate with members of the same  
sex who live outside of residence? (apart from classes)

\_\_\_\_\_ (a) Once or twice during the year

\_\_\_\_\_ (b) Monthly

\_\_\_\_\_ (c) Weekly

\_\_\_\_\_ (d) Almost every day





6. How frequently did you date members of the opposite sex this year?  
(coffee date, show, etc.)  
\_\_\_\_\_ (a) Never  
\_\_\_\_\_ (b) Once or twice during the year  
\_\_\_\_\_ (c) Once a month  
\_\_\_\_\_ (d) Once a week  
\_\_\_\_\_ (e) Several times per week (specify approximately \_\_\_\_\_)  
\_\_\_\_\_ (f) Almost every day.
7. With whom did you most often eat your evening meal in residence?  
\_\_\_\_\_ (a) roommate  
\_\_\_\_\_ (b) people from your wing  
\_\_\_\_\_ (c) people from your floor  
\_\_\_\_\_ (d) a member of the opposite sex  
\_\_\_\_\_ (e) wide variety of eating companions.
8. How frequently did you make dates with the opposite sex for your evening meal in residence?  
\_\_\_\_\_ (a) almost every evening  
\_\_\_\_\_ (b) once or twice per week  
\_\_\_\_\_ (c) once or twice per month  
\_\_\_\_\_ (d) once or twice per year  
\_\_\_\_\_ (e) never.
9. How frequently did you make use of the music listening lounge in Lister Hall?  
\_\_\_\_\_ (a) almost every day  
\_\_\_\_\_ (b) once or twice per week  
\_\_\_\_\_ (c) once or twice per month  
\_\_\_\_\_ (d) once or twice per year  
\_\_\_\_\_ (e) never.
10. How frequently did you make use of the other lounges in Lister Hall?  
\_\_\_\_\_ (a) almost every day  
\_\_\_\_\_ (b) once or twice per week  
\_\_\_\_\_ (c) once or twice per month  
\_\_\_\_\_ (d) once or twice per year  
\_\_\_\_\_ (e) never.
11. With whom did you have the majority of your dates?  
\_\_\_\_\_ (a) Students living in the Lister Hall Complex  
\_\_\_\_\_ (b) University students living outside of the Lister Hall Complex  
\_\_\_\_\_ (c) Non-university students.



12. What were your three most frequent types of date? (number in order: 1, 2, 3.)
- \_\_\_\_\_ (a) movie
  - \_\_\_\_\_ (b) public or university dance
  - \_\_\_\_\_ (c) residence function
  - \_\_\_\_\_ (d) house or fraternity party
  - \_\_\_\_\_ (e) sports event (observer)
  - \_\_\_\_\_ (f) cultural event (plays, symphonies, etc.)
  - \_\_\_\_\_ (g) coffee
  - \_\_\_\_\_ (h) walk
  - \_\_\_\_\_ (i) study
  - \_\_\_\_\_ (j) other (specify) \_\_\_\_\_
13. On which of the following types of dates did you most often go?
- \_\_\_\_\_ (a) type of event where you had the opportunity to talk and get to know your date.
  - \_\_\_\_\_ (b) type of event where you had a good time but did not necessarily really get to know your date.
14. On which of the two types of dates listed in Q. 13 would you most prefer to go?
- \_\_\_\_\_ (a)                      \_\_\_\_\_ (b)                      \_\_\_\_\_ (c) both
15. Which type of dating pattern most closely resembles your activities during the past year?
- \_\_\_\_\_ (a) going steady
  - \_\_\_\_\_ (b) dated several people
  - \_\_\_\_\_ (c) dated many people.
16. What do you think is the "ideal" marrying age for most women? (state one age only: not a range of years) \_\_\_\_\_
17. What do you think is the "ideal" marrying age for most men? \_\_\_\_\_
18. Have you had access to a car for regular personal use this winter? (circle)      Yes      No
19. Have you had access to a car for occasional personal use this winter? (circle)      Yes      No
20. What is your favorite local radio station? \_\_\_\_\_
21. Which type of music do you most prefer? (check one)
- \_\_\_\_\_ (a) "classical"
  - \_\_\_\_\_ (b) popular
  - \_\_\_\_\_ (c) western
  - \_\_\_\_\_ (d) jazz
  - \_\_\_\_\_ (e) folk music



22. Approximately how often do you watch T.V.?  
\_\_\_\_\_ (a) daily  
\_\_\_\_\_ (b) several times per week  
\_\_\_\_\_ (c) weekly  
\_\_\_\_\_ (d) monthly  
\_\_\_\_\_ (e) practically never.
23. Approximately how many "free-reading" books (i.e., books beyond the requirements of your courses) have you read since September 1965?  
\_\_\_\_\_ none  
\_\_\_\_\_ 1 - 5  
\_\_\_\_\_ 6 -10  
\_\_\_\_\_ 11-12  
\_\_\_\_\_ 16-20  
\_\_\_\_\_ 21-25  
\_\_\_\_\_ over 25.
24. Approximately how often have you read the Edmonton Journal this year?  
\_\_\_\_\_ (a) daily  
\_\_\_\_\_ (b) weekly  
\_\_\_\_\_ (c) monthly  
\_\_\_\_\_ (d) practically never.
25. Which section do you read first? (check one)  
\_\_\_\_\_ (a) news  
\_\_\_\_\_ (b) sports  
\_\_\_\_\_ (c) editorials  
\_\_\_\_\_ (d) comics  
\_\_\_\_\_ (e) women's page
26. On the average, about how many hours per week did you study during the past year? \_\_\_\_\_
27. Where do you most often study?  
\_\_\_\_\_ (a) own room  
\_\_\_\_\_ (b) Cameron Library  
\_\_\_\_\_ (c) Education Library  
\_\_\_\_\_ (d) Rutherford Library  
\_\_\_\_\_ (e) room in one of the university buildings  
\_\_\_\_\_ (f) residence library.
28. Do you intend to do graduate studies or other advanced university training? (other than Medicine or Dentistry)  
\_\_\_\_\_ (a) yes  
\_\_\_\_\_ (b) no  
\_\_\_\_\_ (c) undecided.





29. What do you truly feel will be the one most important aspect of your university education?

\_\_\_\_\_ (a) broaden your knowledge and skills useful in your future occupation or profession

\_\_\_\_\_ (b) widen your range of interests and general knowledge, or deepen your knowledge of some particular area.

\_\_\_\_\_ (c) widen your range of personal contacts.

30. What do you feel are the chief advantages of residence living?

\_\_\_\_\_  
\_\_\_\_\_

31. What do you feel are the chief disadvantages?

\_\_\_\_\_  
\_\_\_\_\_

32. About how often have you engaged in discussions or "bull sessions" in residence this year?

\_\_\_\_\_ (a) almost every day

\_\_\_\_\_ (b) weekly

\_\_\_\_\_ (c) monthly

\_\_\_\_\_ (d) several times a year

\_\_\_\_\_ (e) never.

33. What are the usual topics of conversation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

34. Father's occupation \_\_\_\_\_.

Mother's occupation \_\_\_\_\_.



QUESTIONNAIRE NUMBER 2

( Upon completion, seal this questionnaire in the envelope  
provided)

SEX (circle one)        M        F

AGE IN YEARS ON JANUARY 1st, 1966 \_\_\_\_\_

1. What church do you belong to if any? \_\_\_\_\_
2. How often do you attend church?  
\_\_\_\_\_ (a) weekly (or more often)  
\_\_\_\_\_ (b) several times a month  
\_\_\_\_\_ (c) several times a year  
\_\_\_\_\_ (d) Practically never.
3. Which of the following most closely approximates your concept of God?  
\_\_\_\_\_ (a) a supreme being concerned with each individual person  
\_\_\_\_\_ (b) a supreme being not concerned with each individual person  
\_\_\_\_\_ (c) does not exist  
\_\_\_\_\_ (d) undecided.
4. Have you consumed alcoholic beverages this year? (circle) Yes No
5. On the average, how often did you drink alcoholic beverages during the past year?  
\_\_\_\_\_ (a) almost every day  
\_\_\_\_\_ (b) weekly  
\_\_\_\_\_ (c) monthly  
\_\_\_\_\_ (d) several times during the year  
\_\_\_\_\_ (e) never.
6. Have you consumed alcoholic beverages in residence this year?  
( circle)        Yes        No
7. About how often?  
\_\_\_\_\_ (a) almost every day  
\_\_\_\_\_ (b) weekly  
\_\_\_\_\_ (c) monthly  
\_\_\_\_\_ (d) several times during the year  
\_\_\_\_\_ (e) never.

CONFIDENTIAL FORM NO. 1

(When completed, seal this packet in the envelope provided)

SEX (circle one) M F

AGE IN YEARS ON BIRTHDAY LAST YEAR

1. What number do you belong to in your family?

2. How often do you attend church?  
\_\_\_\_\_ (a) weekly (or more often)  
\_\_\_\_\_ (b) several times a month  
\_\_\_\_\_ (c) several times a year  
\_\_\_\_\_ (d) practically never

3. Which of the following most closely approximates your concept of God?  
\_\_\_\_\_ (a) a supreme being concerned with each individual person  
\_\_\_\_\_ (b) a supreme being not concerned with each individual person  
\_\_\_\_\_ (c) does not exist  
\_\_\_\_\_ (d) undecided

4. Have you consumed alcoholic beverages this year? (circle) Yes No

5. On the average, how often did you drink alcoholic beverages during the past year?  
\_\_\_\_\_ (a) almost every day  
\_\_\_\_\_ (b) weekly  
\_\_\_\_\_ (c) monthly  
\_\_\_\_\_ (d) several times during the year  
\_\_\_\_\_ (e) never

6. Have you consumed alcoholic beverages in residence this year? (circle) Yes No

7. About how often?  
\_\_\_\_\_ (a) almost every day  
\_\_\_\_\_ (b) weekly  
\_\_\_\_\_ (c) monthly  
\_\_\_\_\_ (d) several times during the year  
\_\_\_\_\_ (e) never

8. With whom have you most often discussed your problems this winter?

- ☐ (a) roommate
- ☐ (b) friend of same sex
- ☐ (c) friend of opposite sex
- ☐ (d) parents
- ☐ (e) brother or sister
- ☐ (f) house committee member
- ☐ (g) no one.

9. Do you believe a woman should be a virgin when she marries?

- ☐ (a) definitely
- ☐ (b) preferably
- ☐ (c) unimportant
- ☐ (d) preferably not
- ☐ (e) definitely not.

10. Do you believe a man should be a virgin when he marries?

- ☐ (a) definitely
- ☐ (b) preferably
- ☐ (c) unimportant
- ☐ (d) preferably not
- ☐ (e) definitely not.

11. Do you wish to be a virgin when you marry?

- ☐ (a) yes
- ☐ (b) no
- ☐ (c) not necessarily
- ☐ (d) unimportant.

12. Do you wish your spouse to be a virgin when you marry?

- ☐ (a) yes
- ☐ (b) no
- ☐ (c) not necessarily
- ☐ (d) unimportant.

13. During the past year at university have you:

(a) engaged in necking? (circle)      Yes      No

If so, how often?

- ☐ very seldom
- ☐ occasionally
- ☐ often.

(b) engaged in petting? (circle)      Yes      No

- ☐ very seldom
- ☐ occasionally
- ☐ often.





(c) engaged in sexual intercourse? (circle)      Yes      No

If so, how often?

\_\_\_\_\_ very seldom

\_\_\_\_\_ occasionally

\_\_\_\_\_ often.

(d) engaged in sexual relations with members of the same sex?  
(circle)                      Yes      No

If so, how often?

\_\_\_\_\_ very seldom

\_\_\_\_\_ occasionally

\_\_\_\_\_ often.

14. Have you taken unprescribed narcotic drugs at university this year? (other than commercially available "wake-up pills")  
(circle)                      Yes      No

If so, what kind of drug? \_\_\_\_\_

15. Do you know where you could get such drugs if you wanted them?  
(circle)                      Yes      No

For each of the following statements, check:

A if you AGREE with that statement;

D if you DISAGREE with that statement; and

? if you are UNDECIDED. (Avoid checking "undecided" whenever possible)

	A	D	?
16. The person who works hard at University and receives good marks should be highly rewarded by money and opportunity.	_____	_____	_____
17. The best thing to do at University is to have a good time and do enough work to pass your courses.	_____	_____	_____
18. The legal drinking age in the province should be lowered to 18 years.	_____	_____	_____
19. Residence students should be allowed to drink in their rooms as long as they do not disturb their roommate or others in the hall.	_____	_____	_____
20. Residence students should be allowed to entertain guests of the opposite sex in their rooms during specified hours.	_____	_____	_____



	A	D	?
21. Obedience and respect for authority are the most important habits for children to learn.	—	—	—
22. Man has evolved from other forms of animals.	—	—	—
23. Most basic industries in Canada, like mining, manufacturing, and oil, should be government-owned and operated.	—	—	—
24. The government should own and control the railroads and airlines.	—	—	—
25. Compulsory pre-paid medical care should be introduced in Alberta.	—	—	—
26. Modern history is the story of the fight for power between different classes: man and slave, land owner and peasant, management and labor.	—	—	—
27. Modern society is moved chiefly by the desire for profit.	—	—	—
28. A large mass of the people are not capable of determining what is and what is not good for them.	—	—	—
29. Persons who refuse to give evidence that would show that they are guilty of criminal acts should either be made to talk or severely punished.	—	—	—
30. Religious faith is better than logic for solving life's important problems.	—	—	—
31. Which floor in your residence hall (other than your own) do you think has had the most successful floor government? _____			
(a) Specify _____			
_____ (b) all have been equally good.			
_____ (c) all have been equally poor.			

BE SURE TO ENCLOSE QUESTIONNAIRE NUMBER 2 IN THE ENVELOPE PROVIDED.



TO ALL FLOOR CHAIRMEN:

You are requested to complete the attached Leadership Opinion Questionnaire and leave it in the box on the main floor of your building.

This portion of the study of Residence Culture is limited to floor Chairmen and is definitely the last questionnaire you will be asked to complete.

Be sure to follow instructions exactly as they are given on the front of the questionnaire booklet. Note that you are to express your opinion on how frequently you should do what is described by that item, not necessarily what you actually do.

Be sure to include your name on the questionnaire booklet.

Again I thank you for your cooperation.

Keith Wilkinson





1st April, 1966

Dear Student:

On March 21st you received two questionnaires as part of an overall study of Residence Culture. Over 780 of these questionnaires - about 65% - have been completed and returned. You are one of the 35% who have not responded.

Because of the descriptive nature of the study, at least a 90% return is required and you are therefore requested to take 15 minutes of your time to complete the questionnaires. If for some reason you object to filling in any portion of the questionnaires, leave the objectional portion blank when you return it.

The purposes of the questionnaires are threefold:

- (1) Provide data for a thesis
- (2) Provide data useful in improving Residence living
- (3) Provide useful and interesting information to all concerned.

The general results of the study will be made available to all students at the University (and in particular, Residence Students) by September, 1966. The interests of other students, as well as the investigator, thus depend upon your cooperation.

Keith Wilkinson  
Dept. of Educational Psychology



APPENDIX B

CALIFORNIA F-SCALE

(FORM 40-45)



Because you are on the Residence House Committee your role in Residence living is of special interest in this study. You are therefore asked to fill out the attached Attitude Survey in addition to the two questionnaires to be completed by all students in Residence. Your answers on this survey will be compared with norms from colleges and other institutions throughout North America.

Please remember to put your name on the survey.

Turn this Survey in along with Questionnaire Number 1.





### ATTITUDE SURVEY

NAME: \_\_\_\_\_ ROOM: \_\_\_\_\_ SEX: M F

For each of the following statements mark in the right margin according to the amount of your agreement or disagreement, by using the following scale;

+1: slight support, agreement	-1: slight opposition, disagreement
+2: moderate support, agreement	-2: moderate opposition, disagreement
+3: strong support, agreement	-3: strong opposition, disagreement

1. Obedience and respect for authority are the most important virtues children should learn. \_\_\_\_\_
2. No weakness or difficulty can hold us back if we have enough will power. \_\_\_\_\_
3. Science has its place, but there are many important things that can never possibly be understood by the human mind. \_\_\_\_\_
4. Human nature being what it is, there will always be war and conflict. \_\_\_\_\_
5. Every person should have complete faith in some supernatural power whose decisions he obeys without question. \_\_\_\_\_
6. When a person has problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things. \_\_\_\_\_
7. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people. \_\_\_\_\_
8. What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country. \_\_\_\_\_
9. Some people are born with an urge to jump from high places. \_\_\_\_\_
10. Nowadays, when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them. \_\_\_\_\_



11. An insult to our honor should always be punished. \_\_\_\_\_
12. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down. \_\_\_\_\_
13. It is best to use some prewar authorities in Germany to keep order and prevent chaos. \_\_\_\_\_
14. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith, \_\_\_\_\_
15. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse. \_\_\_\_\_
16. People can be divided into two distinct classes: the weak and the strong. \_\_\_\_\_
17. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents. \_\_\_\_\_
18. Some day it will probably be shown that astrology can explain a lot of things. \_\_\_\_\_
19. The true American way of life is disappearing so fast that force may be necessary to preserve it. \_\_\_\_\_
20. Nowadays more and more people are prying into matters that should remain personal and private. \_\_\_\_\_
21. Wars and social troubles may someday be ended by an earthquake or flood that will destroy the whole world. \_\_\_\_\_
22. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked, and feeble-minded people. \_\_\_\_\_
23. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even in places where people might least expect it. \_\_\_\_\_
24. If people would talk less and work more, everybody would be better off. \_\_\_\_\_



25. Most people don't realize how much our lives are controlled by plots hatched in secret places. \_\_\_\_\_
26. Homosexuals are hardly better than criminals and ought to be severely punished. \_\_\_\_\_
27. The business man and the manufacturer are much more important to society than the artist and the professor. \_\_\_\_\_
28. No sane, normal, decent person could ever think of hurting a close friend or relative. \_\_\_\_\_
30. No body ever learned anything really important except through suffering. \_\_\_\_\_

Leave this survey in the box provided at the  
information desk in your building.





APPENDIX C

VARIMAX AND PROMAX

ROTATIONS OF THE FACTOR PATTERN MATRIX

OF F-SCALE ITEM SCORES



0.752 0.787 0.436 0.637 0.725 0.700 0.477 0.690 0.837 0.733 0.732 0.715 0.699 0.761 0.774  
0.741 0.708 0.599 0.722 0.645 0.771 0.749 0.586 0.668 0.642

FACTORS

ROTATED FACTOR MATRIX OF F-SCALE ITEM SCORES UNDER NORMAL VARIMAX CRITERION  
FOR RESIDENCE SENIORS: MALES

VARIABLE

	1	2	3	4	5	6	7	8	9	10
1	-0.014	0.796	-0.054	0.087	0.053	0.041	-0.068	0.026	0.038	-0.009
	0.040	0.699	0.205	0.096	-0.120	0.129	0.102	0.086	0.075	-0.075
	0.250	-0.174	0.473	0.313	0.041	0.337	0.467	0.044	-0.022	0.041
5	0.120	-0.052	-0.041	0.230	0.031	0.067	-0.038	0.823	-0.026	0.176
	0.451	0.060	0.275	0.252	0.005	0.109	-0.084	-0.041	0.261	-0.036
	0.342	0.386	0.125	-0.024	0.164	0.030	0.414	0.107	-0.317	0.208
	-0.015	0.093	0.124	0.218	-0.706	-0.069	0.015	-0.113	0.113	0.352
	0.206	0.674	-0.056	0.155	-0.041	-0.124	-0.042	-0.394	-0.033	-0.033
10	-0.250	0.247	-0.034	0.481	-0.103	-0.197	0.067	0.253	-0.038	-0.037
	0.040	0.175	0.182	0.336	0.553	-0.384	-0.021	0.014	-0.196	0.141
	0.542	0.146	0.240	-0.240	0.190	-0.090	0.343	-0.005	0.393	-0.300
	0.338	0.341	0.271	-0.247	-0.206	0.152	0.321	0.043	0.365	0.252
	0.188	0.529	-0.191	-0.228	0.072	-0.021	-0.111	0.309	0.416	0.203
15	0.059	-0.054	-0.038	-0.054	-0.117	-0.801	-0.148	0.109	0.048	0.112
	0.052	0.064	0.084	0.255	0.023	-0.036	0.048	0.021	0.784	0.020
	0.085	0.199	0.606	0.229	0.350	-0.193	-0.011	-0.051	0.062	0.358
	0.186	0.083	0.808	-0.094	-0.117	-0.116	0.069	-0.043	0.190	-0.026
	-0.153	0.109	0.171	-0.132	-0.018	0.003	0.234	0.664	0.060	-0.373
20	-0.028	-0.145	0.577	0.128	0.211	0.104	0.050	0.329	-0.382	0.143
	0.032	-0.053	0.020	0.074	0.026	0.143	0.879	0.076	0.050	-0.045
	0.003	0.119	0.076	0.804	-0.122	0.172	0.011	-0.001	0.167	-0.045
	0.060	-0.031	0.078	-0.048	-0.026	0.006	0.022	0.037	0.013	0.832
	0.685	-0.081	-0.042	0.053	0.034	0.230	0.211	0.035	0.096	0.095
	0.470	0.208	-0.429	0.221	-0.121	-0.018	0.372	-0.123	0.156	0.180
25	0.342	-0.004	-0.021	0.684	0.184	-0.097	0.090	0.034	0.056	0.055
	0.127	-0.136	0.073	0.035	0.727	0.222	0.088	-0.094	0.275	0.244
	0.591	0.022	0.121	0.096	-0.063	-0.260	-0.312	0.267	-0.340	-0.139
	0.622	0.281	0.118	0.009	0.176	-0.091	0.001	-0.116	-0.025	0.228
30	0.207	0.087	-0.132	-0.049	0.017	0.695	0.055	0.292	0.003	0.161
	0.458	0.162	0.294	-0.035	0.467	0.235	0.058	0.061	-0.062	-0.184
	2.839	2.566	2.310	2.168	1.990	1.869	1.814	1.803	1.761	1.658





0.662 0.706 0.713 0.720 0.716 0.729 0.777 0.616 0.775 0.696 0.775 0.726 0.713 0.700 0.784 0.654 0.820 0.704 0.692 0.751 0.775 0.601 0.759 0.649 0.838

FACTORS

ROTATED FACTOR MATRIX OF F-SCALE ITEM SCORES UNDER NORMAL VARIMAX CRITERION  
FOR RESIDENCE SENIORS: FEMALES

VARIABLE	1	2	3	4	5	6	7	8	9	10
1	0.386	0.172	0.141	0.065	0.505	0.081	-0.019	0.215	0.138	0.430
	0.164	0.073	0.180	0.075	0.484	-0.050	0.388	0.266	0.250	0.117
	-0.007	-0.152	-0.083	-0.037	-0.127	-0.045	0.752	0.097	0.154	0.116
	-0.095	0.010	-0.116	-0.077	0.045	0.224	0.018	0.785	-0.030	-0.090
5	0.005	0.082	0.029	0.044	0.014	-0.037	0.130	0.107	0.028	0.820
	0.166	-0.027	-0.347	-0.134	0.539	-0.425	-0.070	0.142	0.132	0.179
	0.543	-0.081	0.326	0.286	0.332	0.047	-0.297	-0.059	0.093	0.116
	0.076	0.576	0.174	0.224	0.366	0.070	0.241	-0.261	-0.059	0.208
	-0.109	0.388	-0.415	-0.062	-0.584	-0.186	0.096	0.215	0.032	-0.077
10	0.159	0.416	-0.132	0.528	0.057	0.181	-0.220	0.026	0.137	0.135
	0.153	-0.001	0.169	0.018	0.012	0.093	0.043	0.076	0.840	0.004
	0.275	-0.041	-0.296	0.326	0.319	0.343	-0.091	-0.216	-0.157	0.354
	-0.038	0.076	-0.170	0.146	0.084	0.816	0.074	0.115	0.143	-0.078
	0.293	0.076	0.036	0.035	0.108	0.173	0.597	0.080	-0.454	-0.146
15	-0.185	0.019	0.056	0.520	-0.145	0.134	0.318	0.125	-0.094	-0.490
	0.335	0.135	0.042	-0.257	-0.207	0.586	-0.110	0.191	-0.216	0.142
	0.833	0.061	0.150	0.012	-0.142	-0.127	0.038	-0.028	-0.060	0.147
	0.073	-0.077	0.021	0.796	-0.073	-0.017	0.029	-0.013	0.052	0.080
20	0.446	0.220	0.245	0.536	0.158	-0.073	0.182	0.074	-0.261	-0.152
	-0.103	0.218	-0.013	0.375	0.239	0.353	0.471	-0.097	-0.020	0.019
	0.032	0.017	0.038	-0.115	0.120	0.097	-0.106	-0.748	-0.047	-0.205
	0.738	0.075	-0.080	0.058	0.027	0.445	0.048	-0.179	0.139	-0.078
	0.017	0.706	0.136	0.181	-0.038	0.195	-0.119	0.003	-0.119	0.294
	0.243	0.016	-0.627	0.175	0.103	0.177	0.191	-0.135	0.282	0.182
25	0.088	0.822	-0.025	-0.158	-0.051	0.021	-0.032	0.073	0.073	-0.163
	0.195	0.017	0.812	0.123	0.059	-0.031	-0.044	-0.104	0.196	0.077
	0.095	0.367	-0.106	-0.288	-0.042	-0.202	0.191	-0.252	0.376	0.105
	0.681	0.083	-0.149	0.018	0.266	-0.070	0.125	-0.038	0.416	0.002
	0.171	-0.033	0.105	0.102	-0.681	-0.153	0.049	0.274	0.134	0.120
30	0.111	0.332	0.628	0.001	0.040	-0.138	0.371	-0.280	0.250	0.150
	2.964	2.299	2.274	2.261	2.251	2.014	1.944	1.876	1.798	1.717





## FACTORS

ROTATED FACTOR MATRIX OF F-SCALE ITEM SCORES UNDER NORMAL VARIMAX CRITERION  
FOR RESIDENCE SENIORS: MALES AND FEMALES

VARIABLE	1	2	3	4	5	6	7	8	9	10
1	0.296	0.086	0.334	0.168	-0.067	0.293	0.275	-0.433	0.119	0.021
	0.179	-0.110	0.591	-0.086	0.021	0.341	0.175	-0.074	0.004	0.088
	0.017	0.105	0.234	0.035	0.033	0.091	0.088	0.816	0.090	-0.038
	0.163	-0.250	-0.186	0.084	0.302	0.385	0.156	0.316	-0.307	-0.159
5	0.092	0.080	0.518	0.059	0.187	-0.088	0.057	0.201	0.001	-0.012
	0.263	0.065	0.262	0.080	-0.095	0.052	0.580	0.119	0.039	-0.038
	0.133	-0.220	0.182	0.429	-0.183	0.041	-0.058	-0.284	0.526	-0.101
	0.225	0.292	0.291	-0.040	0.117	0.141	0.128	-0.461	0.297	0.357
	-0.037	-0.285	0.100	-0.056	0.744	0.017	-0.168	0.016	-0.023	-0.121
10	0.091	0.312	-0.133	0.257	0.251	0.328	0.200	-0.169	-0.126	0.349
	0.243	0.453	0.581	0.014	-0.051	-0.061	-0.083	-0.033	-0.208	-0.077
	0.540	0.032	0.328	0.324	-0.253	0.103	-0.047	-0.067	0.091	-0.015
	0.665	0.041	-0.001	0.124	0.073	0.086	-0.162	-0.188	-0.350	0.026
	0.027	-0.170	0.070	0.238	0.109	0.075	-0.155	0.034	-0.099	0.662
15	0.219	0.193	0.212	0.061	0.122	0.114	-0.688	-0.020	0.075	0.078
	-0.007	0.117	0.038	0.614	0.235	-0.013	0.016	0.092	-0.180	0.127
	-0.152	0.112	0.547	0.591	-0.084	0.070	-0.050	0.035	0.079	0.014
	0.006	-0.021	0.082	-0.081	-0.063	0.764	-0.157	-0.041	-0.031	-0.129
	-0.203	0.237	0.044	0.428	-0.008	0.591	0.057	0.101	0.059	0.102
20	0.477	0.251	0.008	-0.130	-0.078	0.418	-0.144	0.298	0.280	0.135
	0.010	0.051	-0.083	-0.028	0.163	-0.011	-0.022	0.062	0.705	0.043
	0.294	0.059	-0.111	0.709	-0.054	0.001	0.051	-0.070	0.123	0.022
	0.312	0.505	0.041	0.123	0.244	0.047	0.034	0.001	0.149	-0.145
	0.749	-0.045	0.156	-0.004	0.115	-0.159	0.121	0.058	0.138	0.001
25	0.126	0.289	0.004	0.135	0.701	-0.066	0.066	0.050	0.264	0.085
	-0.013	0.756	-0.008	0.206	-0.128	-0.009	-0.128	0.000	-0.034	-0.106
	-0.115	0.147	0.197	0.015	0.376	-0.089	0.509	-0.105	-0.022	0.041
	0.307	0.256	0.324	0.373	0.002	-0.052	0.384	-0.096	-0.001	0.045
	0.027	0.082	0.045	0.069	0.177	0.176	-0.041	0.088	-0.134	-0.747
30	-0.160	0.640	0.362	-0.067	0.028	0.154	0.247	0.119	0.025	-0.039
	2.330	2.258	2.159	2.150	1.759	1.749	1.660	1.544	1.454	1.429

MATION MATRIX





0.0600  
-0.0733  
-0.1096

M

OBLIQUE ROTATION (PROMAX) OF ORTHOGONAL (VARIMAX) FACTORING OF THE CALIFORNIA  
F-SCALE ADMINISTERED TO RESIDENCE SENIORS (MALES)

1	2	3	4	5	6	7	8	9	10
-0.0917	0.7876	-0.1135	0.0140	0.0664	0.1432	-0.1445	0.0654	0.0558	-0.0213
-0.0584	0.6603	0.1528	0.0206	-0.1350	0.1811	-0.0090	0.0686	0.0436	-0.0834
0.1364	-0.2384	0.4150	0.2742	-0.0617	0.2294	0.3668	-0.0763	-0.1242	0.0046
0.1524	-0.0746	-0.1381	0.1444	0.0396	0.0001	-0.0932	0.8057	0.0964	0.2323
0.3786	-0.0064	0.2528	0.2172	-0.0167	0.0852	-0.1956	-0.0265	0.1996	-0.0616
0.2328	0.2804	0.0099	-0.1339	0.0337	0.0257	0.3361	0.0464	-0.3314	0.1528
-0.0376	0.0211	0.2484	0.1731	-0.6865	-0.0837	-0.0094	-0.0914	0.0127	0.3582
0.1312	0.6132	-0.0487	0.1117	-0.0734	-0.0091	-0.0765	-0.3542	-0.0976	-0.0955
-0.2331	0.2256	-0.0294	0.4315	-0.0948	-0.1741	0.1083	0.2224	0.0069	-0.0165
-0.0206	0.1233	0.0970	0.2433	0.4430	-0.3166	0.0257	-0.0030	-0.0936	0.1017
0.4495	0.0116	0.1591	-0.2835	0.1747	-0.1753	0.2102	0.0140	0.3338	-0.3294
0.1900	0.2253	0.2264	-0.3497	-0.1948	0.0732	0.1309	0.0949	0.2771	0.2426
0.0016	0.2511	-0.0205	9.8813	-0.0085	0.0099	0.0066	0.0363	0.1515	-0.0194
0.1308	-0.1676	0.0186	-0.1140	-0.1224	-0.7826	-0.0457	0.1739	0.1399	0.1302
-0.0310	0.0099	0.0893	0.2074	0.1576	-0.1236	-0.0661	0.1400	0.7502	0.0443
-0.0708	0.1260	0.5352	0.0982	0.2403	-0.1606	-0.0697	-0.0580	0.1008	0.3261
0.0765	-0.0109	0.7997	-0.1603	-0.2116	-0.1308	-0.0181	-0.0999	0.1424	-0.0342
-0.1207	0.1008	0.0873	-0.1581	-0.0051	-0.0560	0.1999	0.5816	0.1406	-0.3076
-0.0746	-0.1408	0.4890	0.0689	0.0524	0.1050	0.0444	0.1831	-0.3153	0.1436
-0.0497	-0.1422	-0.0355	0.0405	0.0044	-0.0126	0.8210	-0.0026	-0.0458	-0.0688
-0.0373	0.1078	0.0987	0.7854	-0.1036	0.1629	-0.0293	-0.0249	0.1023	-0.0562
-0.0373	-0.0793	0.0641	-0.1635	-0.0432	-0.0282	-0.0387	0.1106	0.0300	0.8266
0.6247	-0.1794	-0.1010	0.0187	0.0034	0.1354	0.0827	0.0501	0.0118	0.0507
0.4189	0.0789	-0.4331	0.1675	-0.0844	-0.0904	0.2948	-0.0452	0.0538	0.1289
0.3020	-0.0900	-0.0537	0.6274	0.1458	-0.1276	0.0664	0.0324	0.0377	0.0138
-0.0014	-0.1161	-0.0455	-0.0050	0.7363	0.1668	-0.0025	-0.0290	0.3032	0.2157
0.6599	-0.0646	0.0906	0.0637	-0.1871	-0.2050	-0.2984	0.2149	-0.2882	-0.1588
0.5216	0.1619	0.0495	-0.0839	0.0879	-0.0706	-0.0956	-0.0765	-0.0511	0.1641
0.1569	0.1410	-0.2234	-0.0598	0.0484	0.6407	-0.0954	0.2903	-0.0249	0.1691
0.3662	0.1346	0.1534	-0.0676	0.3670	0.2399	-0.0517	0.0093	-0.0613	-0.2285

Department of





1	2	3	4	5	6	7	8	9	10
0.1458	0.0923	0.1253	-0.0624	0.3895	0.0492	-0.0444	0.2651	0.0728	0.2897
-0.0045	0.0050	0.1654	-0.0447	0.3952	-0.0241	0.3037	0.2970	0.1975	0.0558
0.0313	-0.02502	-0.0853	-0.0846	-0.1922	-0.0001	0.7738	0.0386	0.1020	0.2104
-0.1536	0.0343	-0.1170	-0.1051	0.0718	0.2892	-0.0120	0.7924	0.0402	-0.0698
-0.1196	-0.0382	0.0332	0.0222	-0.0755	-0.0487	0.2200	0.0933	-0.0758	0.8043
0.0726	0.0132	-0.3698	-0.0704	0.4751	-0.4319	-0.0888	0.1417	-0.0244	0.0568
0.3930	-0.1059	0.3161	0.1917	0.2681	0.0147	-0.2958	0.0016	0.0847	-0.0304
-0.0658	0.4697	0.1336	0.0584	0.2846	-0.0320	0.1320	-0.2166	-0.1126	0.1511
0.0497	0.4214	-0.4089	0.0468	-0.5888	-0.1411	0.0845	0.0987	0.0027	-0.0039 <sup>sif</sup>
0.0770	0.3919	-0.1092	0.4632	0.0076	0.1682	-0.2687	0.0469	0.1142	Depot 0.462 <sup>f</sup>
0.0931	0.0000	0.2759	0.0141	-0.0719	0.2465	-0.0091	0.0667	0.8413	-0.0759
0.1569	-0.1217	-0.3050	0.2132	0.2632	0.2372	-0.0250	-0.1592	-0.2119	0.2734
-0.1068	0.0224	-0.1131	-0.0135	0.0790	0.8230	0.0488	0.1759	0.2530	-0.0782
0.2758	-0.0346	-0.0670	-0.1609	0.0683	0.0592	0.5671	0.0824	-0.4344	-0.0855
-0.0966	0.0187	0.0446	0.4491	-0.0819	0.1644	0.2387	0.1323	-0.0102	-0.3924
0.2873	0.0674	0.0296	-0.3853	-0.2407	0.5229	-0.0555	0.1989	-0.1139	0.1351
0.8051	-0.0087	0.0928	-0.0673	-0.2657	-0.1899	0.0845	-0.0773	-0.1086	0.0664
0.0708	-0.1146	0.0332	0.7633	-0.0819	0.0063	0.0471	-0.0036	0.0253	0.0759
0.3835	0.1580	0.1598	0.3793	0.1106	-0.1507	0.1091	0.0936	-0.2669	-0.1914
-0.1770	0.1094	-0.0208	0.1959	0.2053	0.3092	0.3996	-0.0503	-0.0130	0.0480
0.0767	0.0273	0.0409	-0.1374	0.1348	0.0062	-0.1227	-0.7118	-0.0360	-0.2301
0.6877	0.0034	-0.0790	-0.1093	-0.0845	0.3853	0.0530	-0.1730	0.1624	-0.1734
-0.0803	0.6357	0.1192	0.0796	-0.0853	0.1245	-0.1836	0.0185	-0.1136	0.2539
0.2225	-0.0324	-0.5888	0.1435	0.0074	0.1715	0.2230	-0.1593	0.1783	0.1262
0.0649	0.8305	-0.0424	-0.2090	-0.1007	-0.0095	-0.1832	0.0457	0.0826	-0.2109
0.1003	-0.0303	0.8183	0.0391	0.0241	-0.0056	-0.0826	-0.0628	0.2478	0.0295
-0.0143	0.0378	-0.0081	9.8939	-0.0289	-0.0244	-0.0120	-0.0116	0.0699	-0.0043
0.5924	0.0525	-0.1447	-0.0538	0.1195	-0.0656	0.0855	-0.0585	0.3241	-0.1409
0.2832	-0.0479	0.1245	0.1731	-0.7082	-0.0643	0.1226	0.1752	0.1437	0.1790
0.0417	0.2319	0.6207	-0.1044	-0.0492	-0.1396	0.2858	-0.2816	0.2300	0.1368





OBLIQUE ROTATION (PROMAX) OF ORTHOGONAL (VARIMAX) FACTORING OF THE  
CALIFORNIA F-SCALE ADMINISTERED TO RESIDENCE SENIORS (MALES & FEMALES)

1	2	3	4	5	6	7	8	9	10
0.1431	-0.0257	0.2322	0.0688	-0.0512	0.2426	0.1895	-0.3360	0.0522	-0.0625
0.0846	-0.02239	0.5420	-0.1653	0.0458	0.2968	0.0836	0.0217	-0.0603	0.0727
0.0436	0.0568	0.2071	0.0620	-0.0135	0.0254	0.0819	0.8325	0.0898	0.0440
0.1920	-0.02730	-0.1449	0.0767	0.1985	0.3333	0.1882	0.2270	-0.2236	-0.1670
0.0763	0.0067	0.4848	0.0267	0.2043	-0.1298	-0.0236	0.2572	-0.0291	0.0140
0.2175	-0.0371	0.1567	0.0385	-0.1665	-0.0377	0.5418	0.1973	-0.0158	-0.0371
0.0131	-0.2452	0.0761	0.4367	-0.0083	0.0595	-0.0546	-0.1696	0.5084	-0.1184
0.0791	0.1223	0.1748	-0.1455	0.1169	0.0799	-0.0163	-0.3558	0.2080	0.2483
-0.0089	-0.3295	0.1291	-0.0556	0.7857	0.0359	-0.2213	-0.0497	0.0731	-0.1498
0.0082	0.1886	-0.1526	0.1580	0.1027	0.2290	0.1140	-0.1780	-0.1294	0.2304
0.1886	0.4139	0.5655	-0.0695	-0.0534	-0.0972	-0.1841	0.0155	-0.2926	-0.0761
0.4451	-0.0312	0.2515	0.2760	-0.2039	0.0367	-0.0723	0.0309	0.0206	-0.0112
0.6458	-0.0047	0.0104	0.0575	0.0149	0.0117	-0.1832	-0.2103	-0.3707	-0.0077
0.0310	-0.2617	0.1151	0.2048	0.0642	-0.0023	-0.1980	0.0857	-0.1186	0.6541
0.1614	0.1776	0.2366	0.0288	0.2118	0.1218	-0.7446	-0.0189	0.0597	0.0634
-0.0207	0.0773	0.0608	0.5774	0.1748	-0.0822	-0.0196	0.0881	-0.1451	0.0973
-0.2453	0.0852	0.5293	0.5472	-0.0034	0.0506	-0.1122	0.1351	0.0497	0.0184
-0.1093	-0.0292	0.1026	-0.1364	-0.0432	0.7829	-0.1702	-0.0625	-0.0222	-0.1811
-0.3301	0.1838	0.0357	0.3640	-0.0535	0.5479	0.0136	0.1157	0.0712	0.0307
0.3857	0.1399	-0.0772	-0.1655	-0.1126	0.3368	-0.1799	0.3272	0.2298	0.1154
-0.0576	-0.0306	-0.2109	0.0042	0.2431	-0.0106	-0.0518	0.1103	0.7112	0.0122
0.2249	0.0180	-0.1723	0.6893	-0.0579	-0.0710	0.0593	-0.0284	0.1313	-0.0151
0.2296	0.4199	-0.0496	0.0658	0.1999	-0.0112	-0.0470	-0.0088	0.1385	-0.2159
0.7322	-0.1672	0.0416	-0.0253	0.1032	-0.2573	0.0848	0.1150	0.0925	0.0095
0.0814	0.1414	-0.0825	0.0941	0.6531	-0.1354	-0.0512	0.0326	0.3047	-0.0024
-0.0776	0.7760	-0.0224	0.1568	-0.1787	-0.0239	-0.1742	-0.0216	-0.0681	-0.1519
-0.1353	0.0440	0.1392	-0.0387	0.2962	-0.1369	0.4130	-0.0847	-0.0225	-0.0167
0.2271	0.1443	0.2274	0.2963	-0.0523	-0.1518	0.3031	-0.0095	-0.0605	0.0065
0.0066	0.1648	0.0565	0.0719	0.2174	0.2322	-0.0175	-0.0060	-0.0586	-0.7545
-0.2443	0.5710	0.3078	-0.1444	-0.0429	0.1183	0.1347	0.1482	-0.0325	-0.0822















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